



UNIVERSITY OF
DENVER

Morgridge College
of Education

***Educational Leadership
& Policy Studies***

**Principal Preparation Programs;
Buell Early Childhood
Leadership Program;
M.A. in Educational Leadership**

**Student Handbook
2011 – 2012**

Last Revised 2-10-12

The University of Denver Morgridge College of Education *Student Handbook* provides prospective and admitted students with policies and procedures to assist them as they progress through the requirements of MCE degrees certificates. In addition to this handbook, the student should also refer to the *Morgridge College of Education Bulletin* available at <http://www.du.edu/education/resources/current-students/handbooks.html> and the University of Denver Graduate Studies Policies available at <http://www.du.edu/grad/current-students/forms.html>. In some cases, college and university policies take precedence over the regulations of the *Student Handbook*. It is the student's responsibility to read and understand University, College, and program norms relating to the degree programs, and to complete program and degree requirements in a timely fashion.

The University of Denver reserves the right to make changes in the regulations, courses, rules, fees or other changes in this handbook without advance notice.

Inquiries concerning programs in the MCE should be directed to the Morgridge Office of Admissions, 1999 E Evans Ave., Denver, CO 80208-1700; Phone 303-871-2509 and edinfo@du.edu.

The University of Denver (Colorado Seminary) is an Equal Opportunity Institution. It is the policy of the University not to discriminate in the admission of students, in the provision of services, or in employment, on the basis of race, color, religion, sex, national origin, age, marital or veteran status, sexual orientation, or physical or mental disability.

Inquiries concerning allegations of discrimination based on any of the above matters may be referred to the University of Denver Affirmative Action Office, 2020 E. Evans Ave., Room 104, Denver, CO 80208-4840, 303-871-2307, or the U.S. Department of Education, Office of Civil Rights, 1244 Speer Blvd., Denver, CO 80204.

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PART I: GENERAL INFORMATION

Faculty

Lyndsay Agans, Ph.D., Assistant Professor, Educational Leadership & Policy Studies
lyndsay.agans@du.edu, 303.871.3619, Ruffatto Hall 360.

For assistance in all matters relating to the Master's completion program.

Dr. Linda Brookhart, Coordinator, Educational Leadership & Policy Studies
Linda.Brookhart@du.edu, 303-871-6758, Ruffatto Hall 350B

For general inquiries regarding Educational Leadership programs (after first consulting with program directors, please).

Dr. Susan Korach, Assistant Professor, Educational Leadership & Policy Studies

Susan.Korach@du.edu, 303-871-2212, Ruffatto Hall 356

Dr. Carolyn Elverenli, Director of Buell Early Childhood Leadership Program

Carolyn.Elverenli@du.edu, 303-871-4592, Ruffatto Hall 349

For assistance in all matters relating to the Buell Program

Office of Outreach Support, Morgridge College of Education

Anna Millies, Director

anna.millies@du.edu, 303-871-2494, Ruffatto Hall 337

For assistance related to recruitment and marketing for outreach programs, licensure recommendations, academic records, comprehensive exam registration, graduation application process, and general college support.

Office of Admissions, Morgridge College of Education

303-871-2509. ed-info@du.edu

For general assistance related to admissions.

Financial Aid

Janet Erickson, Director of Financial Aid

303-871-2485, jerickso@du.edu

For assistance with Financial Aid, scholarships, and Graduate Assistantships.

In Part III of this handbook, a complete list of faculty and staff associated with the Principal Preparation, Buell, and Master's degree programs is provided.

II. Program Overview

Location

The faculty and staff offices for the Educational Leadership Program are located in Ruffatto Hall, home of the Morgridge College of Education, 1999 E Evans Ave, Denver, CO. Many, but not all of the classes will be held in Ruffatto Hall. There is limited visitor parking in lots near the building. For parking information, consult <https://www.parking.du.edu/default.aspx>.

Accreditation

All degrees at the University of Denver are accredited through the North Central Association of Colleges and Schools. The principal preparation programs and administrator endorsement are approved by the Colorado Department of Education.

Mission

The mission of the Educational Leadership & Policy Studies programs is to prepare leaders for educational settings, early childhood to post-secondary, in Colorado and the nation. We pursue this mission through intensive, integrated academic and field-based experiences that support educational leaders in developing self-knowledge to create and support learning communities which ensure academic achievement and optimal growth and development for all learners.

Goals

The Educational Leadership programs focus not only on developing the skills and abilities necessary for success as a leader in educational settings, but also on developing a strong commitment to core values essential for ethical, visionary, courageous, transformative, and responsible leaders in all settings. We, our students, our graduates, and our community partners collaborate across settings to ensure:

- Leadership for early care, developing systemic supports for optimal growth and development for children and families, preparing all children for educational success;
- Leadership that builds systems and supports to expand pre-K through postsecondary options, access, and success for all youth; and
- Leadership, development and support of lifelong learning communities involving non-traditional students, those seeking continuing education, and our own university personnel.

Outcomes

Our research, teaching, and service address issues grounded in the questions and needs of practice, and our inquiry engages our community and other partners to make the world around us a better place for all. We are a private institution working for the public good. To that end, the Educational Leadership programs seek to prepare students for roles as educational leaders who promote the success of all learners by:

- Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school and learning community.

- Formulating and clarifying core values and beliefs consistent with current educational administrative theory and practice.
- Advocating, nurturing, and sustaining a culture and instructional program committed to student learning, social justice and staff professional growth.
- Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources in support of learning.
- Acting with integrity, fairness, and in an ethical manner.
- Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

We work to prepare leaders for education through intensive, integrated academic study, and “real-world” application opportunities. These experiences help educational leaders develop self-knowledge to create learning communities that ensure academic achievement and optimal growth and development for all learners. Our students focus on leadership, policy studies and research that are relevant and appropriate for meeting today’s educational challenges.

The following are the research competencies for all MCE graduate students. The certificate, M.A., and Ph.D. programs are designed to build these competencies:

- Critically evaluate strengths and weaknesses of empirical/evidence-based research.
- Craft coherent, concise, compelling expressions of research ideas targeting appropriate audiences and issues.
- Design research to address significant problems facing your field.
- Understand the strengths and limitations of diverse modes of inquiry.
- Create measures using diverse analytic strategies.
- Evaluate existing measures for validity and reliability.
- Apply appropriate analytic strategies in data analysis.
- Effectively communicate research results, implications and impact to relevant audiences.

Program outcomes are measured by satisfactory completion of all coursework requirements. In addition, principal preparation programs require a portfolio and professional performance in internship experiences; the Buell and Masters programs require a capstone project.

Part III: PROGRAM REQUIREMENTS and POLICIES

The following provides information on the policies and procedures that specifically affect students. However, this is not an exhaustive list. The University of Denver's Graduate Policies and Procedures 2011-12 are the first layer of academic policy under which all college and program policies are administered. The Graduate Policies and Procedures 2011-12 manual can be found at: http://www.du.edu/learn/graduates/grad_policies_procedures_11-12.pdf

College policies are the second layer. Students should refer to the Morgridge College of Education Bulletin for specific policies and procedures on academic matters such as time limit, incomplete grade policies, registration, academic appeals procedures, and other information. The MCE Bulletin can be found at: <http://www.du.edu/education/resources/current-students/index.html>.

Students should check with their Academic Advisor or Morgridge College of Education Office of Academic Services for clarification of the policies and procedures that are College-wide in their applicability.

Orientation

Each Educational Leadership cohort offers a short orientation during or just prior to the first class meeting day. During the program orientation, students will have an opportunity to hear about and review key policies and expectations, and ask questions about the program upon which they are embarking. All students are invited to also attend the Morgridge College of Education Orientation Day at the beginning of fall quarter. At this larger event, students will have an opportunity to meet the directors and staff of all of the Educational Leadership programs, as well as other members of the Morgridge College of Education programs, students, faculty, and staff. The event is designed to provide an opportunity to learn about a variety of MCE and University support systems, and includes an introduction to WebCentral, the DU email, and Blackboard, the course management system.

Coursework Plan of Study

During the first quarter of enrollment, each student is expected to meet with his or her advisor to complete a coursework plan of study. Although the required courses are offered in a fairly prescribed cohort model schedule, students confer with the advisor to select electives when appropriate. The original, signed, coursework plan of study will remain in the student's file until the student graduates from the certificate or degree program. Course work plans can be amended when deemed necessary by the student and advisor. It is the student's responsibility to submit any plan of study changes to the MCE Office of Admissions and Enrollment.

Please see the Appendices at the end of this Handbook for specific required courses and typical course scheduling for the Principal Preparation programs, Buell Leadership program, and Master's Degree options. Blank coursework plans are also provided.

The *Coursework Plan* provides the student with an opportunity to design their course of study to meet the degree requirements. This plan enables the student to develop a schedule for taking courses and the practicum/internship, etc. The annual University of Denver class schedule is available online through the Registrar's website at <http://www.du.edu/registrar/>. By conferring with his/her faculty advisor, each student will be able to work out a course plan to complete degree requirements. **It is the student's responsibility to meet with a faculty advisor during the first quarter of study to ensure an understanding of degree requirements and to secure the advisor's signature on the initial plan.** The coursework plan becomes part of the student's official file. It may be amended or changed; however, the faculty advisor must approve all changes to the course work plan. Any waiver or substitution of a required course must be approved by the student's advisor and a Course Substitution or Waiver form found under General Student forms at this link: <http://www.du.edu/education/resources/current-students/forms.html>) must accompany the Coursework Plan. A blank Coursework Plan is provided on the MCE website at <http://www.du.edu/education/resources/current-students/coursework-plans.html> and must be completed electronically, signed by both the student and advisor, and filed with the MCE Office of Academic Services before the end of the first quarter of enrollment.

Certificate and Degree Program Components

The Educational Leadership programs are designed to have both academic and experiential learning components. Each student should consider both essential to completing a graduate certificate or degree. The following review of learning experiences gives an overview of the purpose of these components.

Certificate and Degree Requirements comprise a major segment of these programs, providing the student with the opportunity to learn about the field of Educational Leadership in its many aspects. These required courses provide foundational information on school administration and leadership.

Research Requirements provide the student with the ability to understand educational research and develop research projects.

Electives allow students the opportunity to learn about a variety of topics which are pertinent to educational administrators and others in leadership positions. Students are encouraged to take courses beyond the few that are required, to broaden their understanding of the leadership experience. Electives are usually not a part of the certificate and licensure programs, and may be very limited in other Educational Leadership programs due to our cohort-style approach to preparation, where students take courses over time as a block cohort. While the cohort style may limit electives, it has many benefits of additional supports for students' success.

Internships are supervised learning opportunities to strengthen professional expertise in environments that provides both academic credit and experiential learning. The principal preparation internship is highly integrated with project-based learning within each course and is required of each student in the principal preparation programs. Faculty supervisors provide

individual feedback on the student's practical experience in the work setting, discuss the student's progress with school supervisors, and provide appropriate exploration of issues related to educational leaders. Internships require 50 hours of qualifying field experience per 1 credit hour; this requirement is subject to modification at any time in response to changes in requirements by the Colorado Department of Education for licensure of school and/or district leaders. Should such a change occur students will be notified by their advisor and/or their internship course instructor.

Independent / Directed Study Policy. On occasion a student may wish to arrange an Independent Study to pursue a topic of interest to them for which a regular course is not offered, or a Directed Study to complete a regular-catalog course under unusual circumstances where there is not an opportunity to take the regular course. Independent and Directed Study options are governed by the rules in the Graduate Studies

Handbook: http://www.du.edu/learn/graduates/grad_policies_procedures_11-12.pdf.

In addition, students wishing to pursue an Independent or Directed Study in an Educational Leadership program must get the approval of their advisor, and their program coordinator (e.g., Director of Principal Preparation, Director of Buell). Directed Study options will not be offered during a quarter when the regular course is offered. Independent Study arrangements require an Independent Study Contract, included in Appendix F.

Certificate and Degree Concluding Assessments & Experiences

Applied Capstone Project-Buell Early Childhood Leadership Program

The program culminates with the presentation of a yearlong applied project related to optimizing early care and education outcomes and significant, sustainable leadership.

Capstone Project-Master's degree program

The capstone project serves as the comprehensive final exam for the Master's in Educational Leadership. Students will complete a project which is appropriate to their interests and expertise under the guidance of the ADMN 4849 Action Research instructor. The intent of the project is to provide the student with an opportunity to integrate learning from coursework and apply it to an action research framework. All students must register for the capstone with the MCE Office of Academic Services (OAS) in the Katherine A. Ruffatto Hall, Suite 310, and pay the required fee. After the final evaluation of the capstone, the advisor will submit to the OAS the documentation needed for certification of the completed Masters degree. Additional information regarding the capstone requirement can be found in the Appendices.

Licensure

It is the student's responsibility to provide the appropriate page from the Colorado Department of Education Provisional Licensure Application to the Office of Academic Services. This page is signed by the Director of Outreach Programs and then returned to the student following the assignment of final quarter grades.

Grade Requirements

(pp 22-23 MCE Bulletin AY 2011 - 2012 Last Revised 12-1-11)

Graduate credit cannot be earned in courses numbered below 3000.

Not all 3000 level courses may be offered for graduate credit. Students should consult the course description in their unit, program and course schedule prior to enrolling in any 3000 level course to verify it is cross-listed at the graduate level and may count as credit for the graduate degree. 3000 level courses, which are not designated as graduate level, are not approved to count toward graduate degrees.

A satisfactory quality of achievement with a grade point average of "B" (3.0) or better is required in graduate coursework accepted for the degree. The average is determined on the basis of the University's grading system.

In no case may more than one-fourth of the hours accepted toward the degree be of "C" grade. A grade lower than "C-" renders the credit unacceptable for meeting degree requirements.

Students cannot take more than 8-quarter hours beyond the degree requirements in order to make up grade deficiencies. These additional credit hours should be relevant for the degree and approved by the student's advisor. Students whose grades are still deficient after taking the additional 8 hours are terminated from the degree program.

Unless it is specifically designated as repeatable, a course in which the student has received a passing grade may not be repeated for credit. Grades of "C-" or better are considered passing and qualify for graduate credit. Repeatable courses include independent research, independent study, topics courses and music performance courses.

If a non-repeatable course is taken again, the regular tuition rate is paid and the course is counted as part of the total credit load. All grades are counted in GPA calculations. The highest grade received in the repeated course fulfills the degree requirements, but hours earned toward degree requirements are counted only once.

All repeated courses appear on student transcripts. Automated advising tools (e.g. the Academic Progress Report) may show only the course with the highest grade.

Advanced degrees are not awarded automatically on completion of the required number of courses or hours of credit and the candidate's status is subject to review at any time.

Grade Point Average

The grade point average (GPA) is determined by multiplying the credit points (for example, B+ = 3.3) by the number of credit hours for each course. Add up the total credit hours attempted, total the credit points and divide the number of points by the number of hours.

Grades of I, IP, NC, NR, W, NP or P are not included in the grade point average. Incomplete grades that are not completed within one calendar year from the quarter the original course was taken are converted to grades of 'F' in the GPA. All grades for repeated courses are included in determining the GPA.

Undergraduate, graduate and specific program GPAs may be calculated separately.

Advanced degrees are not awarded automatically on completion of the required number of courses or hours of credit. The candidate's status is subject to review at any time.

GPA Below 3.0

Any student whose overall grade point average falls below a 3.0 is no longer in good academic standing and may be warned, put on probation, suspended or terminated, depending upon the grade point deficiency. It is the program's responsibility to inform the student of the deficiency and the student must contact his or her advisor to develop a plan to remedy the student's academic deficits.

Students cannot take more than 8-quarter hours beyond the degree requirements in order to make up grade deficiencies. These additional credit hours should be relevant for the degree and approved by the student's advisor. Students whose grades are still deficient after taking the additional 8 hours are terminated from the degree program.

After three consecutive quarters (two semesters) of deficit or, in the opinion of the student's advisor, department chair and/or dean, the student is incapable of raising his/her GPA to 3.0, or finishing requirements for the degree, the student may be terminated from the program.

Incomplete Grade Policy

If because of unusual conditions (e.g., extreme illness) a student cannot complete the work required in a course during the quarter that the course is taken, a student may arrange with the instructor to receive a grade of "I", Incomplete. When such an arrangement is made, the student and instructor must put in writing the work that will be required of the student to receive a grade; when the work will be due to the instructor; and whether the delay will result in any reduction of the grade possible to receive for the work. Students with three (3) incompletes will not be allowed to register for additional classes until they have fewer than three incompletes. It is the student's responsibility to follow up with an instructor in terms of removing an incomplete. After one calendar year following the term of registration for the course, the Incomplete automatically converts to a grade of F.

Graduation

Completing a graduate program deserves celebrating. The University of Denver and the MCE applaud students' hard work and great accomplishment. Participation in the ceremony and reception is voluntary, but your degree will not be granted, or posted on your transcript, unless you apply for graduation. Please be sure to follow the appropriate guidelines so that you are able to graduate when you intend to do so. Students must check with their faculty advisors to verify that all coursework and paperwork are complete.

Students must apply for graduation. Official deadlines and forms are online at <http://www.du.edu/currentstudents/graduates/graduationinformation.html>. The application for graduation **must** be received by the Office of Graduate Studies by the posted deadline.

Other quarterly deadlines and directions for submitting your application to graduate can be found at <http://www.du.edu/registrar/graduation/GraduationAppInstructions.pdf>

Licensure/Certificate students in the principal preparation and Buell programs are not eligible to walk in the university graduation ceremony, but verification of certificate completion will appear on the official transcript when all course work, internship, and portfolio requirements are met. Certificate students who are interested in continuing their studies in the Educational Leadership Master's or Doctoral programs should contact the Morgridge College of Education Admissions Office at 303-871-2509 during the last quarter of the certificate program for application instructions. Typically, 30 credits completed in the principal preparation programs or 24 credits in the Buell Early Childhood Leadership program may be applied toward the Educational Leadership MA degree.

PART IV: FACULTY, STAFF, ADVISING, AND OTHER SUPPORTS

Educational Leadership Faculty

The Educational Leadership faculty is comprised of six professors plus part-time adjunct faculty and instructors who are active practitioners in the field of Educational Leadership. All of the faculty are interested and invested in the successful transition of graduate students through the Educational Leadership programs. Full-time faculty offices are found on the 3rd floor of Katherine A. Ruffatto Hall, 1999 E. Evans Ave.

- **Lyndsay Agans**, Ph.D., Assistant Professor; Contact: 303.871.3619 or lyndsay.agans@du.edu
- **Linda Brookhart**, Ph.D., Program Coordinator and Adjunct Faculty; Contact: 303.871.2973 or linda.brookhart@du.edu
- **Carolyn Elverenli**, Ed.D, Assistant Clinical Professor, Buell Early Childhood Leadership Program; Contact: 303.871.4592 or celveren@du.edu
- **Susan Korach**, Ed.D, Assistant Professor; Contact: 303.871.2212 or skorach@du.edu
- **Virginia (Ginger) Maloney**, Ed.D, Associate Clinical Professor, Marsico Institute Director Contact: 303.871.3828 or gmaloney@du.edu
- **Kent Seidel**, Ph.D., Associate Professor; Contact: 303.871.2496 or kent.seidel@du.edu

Morgridge College of Education Office of Admissions, Office of Academic Services, and Office of Outreach Support

To meet the requirements of your degree or certificate program, and to receive information about financial assistance, students are encouraged to work closely with MCE staff, especially in the Morgridge Office of Admissions (MOA), the Office of Academic Services (OAS), and the Office of Outreach Support. These offices can provide information and assistance from initial inquiry through graduation. For questions related to financial aid, contact the Office of

Admissions which is located on the first floor of Ruffatto Hall in the east wing, 303-871-2509. For questions related to academic requirements, including the comprehensive exam, licensure verification, and graduation application, contact the Office of Outreach Support, 303-871-2494 or by emailing outreach@du.edu.

The Office of Academic Services (OAS) and the Office of Outreach Support can provide essential assistance in submitting forms related to coursework and in understanding college and university academic policies. However, the faculty member assigned as your Academic Advisor should be the primary resource for decisions related to choice of courses.

Advising Policies and Procedures

Students should refer to the Morgridge College of Education (MCE) Bulletin for specific policies and procedures on academic matters such as completion time limits, incomplete grade policies, registration, academic appeals procedures and other information. The Bulletin is available online at <http://www.du.edu/education/resources/current-students/index.html>.

During the course of a graduate program, many persons, programs and associations provide essential services to assist the students along their career path. Among these resources are the Director of Outreach Programs, the MCE Office of Academic Services, and the Educational Leadership faculty and staff assist students.

Academic Advisor

When a student is admitted, an academic advisor is assigned with consideration of the areas of interest indicated in the student's application materials. A student may be assigned to a faculty member who is not in the student's area of interest because of needing to balance the number of student advisees across the faculty. However, all faculty are prepared to advise students in their selection of courses, filing of the Coursework Plan, and other program requirements. The academic advisor works with the student to complete and approve the course work plan, select electives, and submit necessary documentation for transfer credits or other coursework-related documentation. The academic advisor also guides the student in development of the student's professional goals. All of the faculty are available for career guidance. However, only the academic advisor should give the student academic program advice and approvals.

It is the responsibility of the student to make appointments to meet with his or her advisor at least once per academic year.

First year students should meet with the academic advisor during the first quarter of study.

Students should come prepared to their academic advising appointments, bringing any relevant forms and an unofficial transcript.

Faculty members generally work on nine-month contracts during the regular academic year. During the summer, students may need to work with the Domain Chair if their advisor is not on campus.

Student Associations

Graduate Student Association Council (GSAC)

The mission of this organization is to represent and to serve all graduate students at the University of Denver. This shall be accomplished by soliciting the views of graduate students and by representing those views in University-wide committees and Board of Trustees meetings. GSAC will continually strive towards creating a stimulating and nourishing environment for graduate students at the academic, social and philanthropic levels.

College of Education Student Association (COESA)

The College of Education Student Association (COESA) promotes unity of program support in the college and augments personal and professional development for graduate students. COESA represents students in all policy-making activities affecting student interests and provides students studying in the college an opportunity to engage in collegial and social relationships with faculty, peers and experts in the field.

PART V: ETHICAL CODES AND PROFESSIONAL STANDARDS

The University Honor Code governs all students and faculty at the University of Denver. In addition, MCE students are expected to adhere to the academic and professional expectations and standards of professional associations. Failure to comply with these expectations may be construed as unprofessional behavior and can result in dismissal from the program.

Professional Norms and Standards

Educational Leadership follows the Colorado State Standards for principals and administrators when applicable. In addition to professional curriculum standards, expectations of quality and learning objectives for each course are provided in syllabi as well as in materials specific to field internships and other experiences. Finally, please see Appendix D for a copy of the “Norms of Collaboration” that we expect all program participants—students as well as faculty—to embrace, and Appendix E for the five “signature pedagogy” areas that we value in the P20 leadership programs.

Student Responsibilities

In addition to following the University of Denver Honor Code (see below) and behaving according to the professional ethical standards of our field, students are expected to take responsibility for their success in the program. The faculty are responsible for supporting all students’ efforts in achieving success, but, ultimately, success is the student’s responsibility. Students are responsible for keeping all official university records up to date, meeting deadlines for filing any document needing faculty, program, college, or university approval, being prepared for advising meetings and classes, fulfilling the obligations of all coursework, and behaving responsibly and courteously in interactions with fellow students, faculty, staff, and professionals in the field. If circumstances create a situation which may make it difficult for a student to meet program obligations, including class work, the student must let the instructor and/or advisor know of these difficulties as soon as possible.

Reasons for Probation and Dismissal

1. **Violation of the DU Honor Code:** All members of the university community are expected to assume the responsibility of observing certain ethical goals and values as they relate to academic integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty. This *Honor Code* is designed so that responsibility for upholding these principles lies with the individual as well as the entire community.

The purpose of this *Honor Code* is to foster and advance an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect we enhance the value of our education and bring forth a higher standard of academic excellence. No member of the University community, including students, faculty, staff and administrators, shall act in any way that could reasonably be construed as an intentional misrepresentation or deception in academic or professional matters.

Students should refer to the Morgridge College of Education Bulletin and the University web site for further information on the rationale, authority, and enforcement of the University's Honor Code. <http://www.du.edu/ccs/honorcode.html>

2. **Cheating:** Most students understand that copying another student's answers on a test, copying another student's paper, stealing copies of a test, using forbidden material on a closed book test, etc., are included in the typical definition of academic cheating. Again, as students you should know such behavior is unacceptable and, according to the DU Honor Code, are grounds for placing a student on probation or dismissing them from the University. In the Master's of Library and Information Science Program at the University of Denver, we have tried to maintain an atmosphere of student cooperation. As a result, students are often encouraged to work together on projects or to prepare for tests. Students prepare together for exams and often share notes, references, etc. It is tempting in the guise of friendship to pass on to new students copies of old assignments knowing that a professor will often use similar materials and questions in future years. It is also tempting for new students to borrow copies of old assignments. Such behavior is, however, unfair to other students who do not have friends from whom to borrow assignments, to the student whose work is being borrowed without credit, and to the student who is borrowing the assignment since they do not have to do the learning involved in working through the assignment on their own. As a result, the faculty will consider such behavior to be cheating and it will be treated like other forms of cheating specified in the first paragraph.
3. **Plagiarism:** It is unacceptable in academic settings to use other people's ideas or data without giving them credit. This is called plagiarism and is considered unethical according to the APA (2000) Code of Ethics. As a result, the Program faculty wants to clarify that it is similarly unacceptable in our Program to "borrow" another student, author, or publisher's work without giving him or her credit. Using papers written by others, or parts of papers, materials, and handing it in as your own work is clearly unethical. Students should not copy something written or published by others.

4. **Lack of Academic Progress:** It is expected that students make reasonable and consistent progress toward their degree. Students who are not making reasonable and consistent progress toward their degree may be put on probation and/or dismissed from the program.
5. **Lack of Professionalism and Unethical Behavior:** As students or professionals, librarians – counselors – teachers-administrators, etc. are expected to follow the ethical principles that are explained in Part IV of this handbook (professional standards if you have them.). Failure to abide by these standards while enrolled as a student in the XX program will lead to probationary status and may be grounds for dismissal from the program.

Students who are not functioning effectively in academic, ethical, interpersonal, or practice areas or if students are deemed unable to perform the duties of a professional will be advised of deficiencies and required to remediate them. They may also be placed on probation. If remediation is not successful as determined by the faculty, students may be dismissed from the program.

While it is not expected that a student will be dismissed from the program, the above examples are illustrative of unacceptable behavior for successful completion of the program. While not exhaustive, these examples are provided to apprise all students of unacceptable behavior(s).

Please refer to the MCE Bulletin for additional information.

Procedure for Academic Grievances for Graduate Students

Students may seek resolution of complaints or grievances through the Academic Grievance Procedure during their enrollment at the University of Denver.

Graduate units may have additional requirements specific to their accreditation or professional standards. It is the responsibility of the student to determine whether his or her graduate unit has specific requirements and the responsibility of the unit to ensure that those requirements are addressed prior to advancing the grievance to the Office of the Provost. In the event of conflict between any grievance process published in unit manuals or websites, the process outlined in the Graduate Policy Manual will govern.

Section I: Grievable Concerns

- A. These procedures may be used only by active students with the following concerns:
 1. A grievance regarding academic standing during their enrollment at DU
 2. An academic decision made by a faculty or staff member, administrator or committee of the University of Denver that directly and adversely affects the student—e.g., program termination, academic suspension, removal from a course, termination of GTA or GRA appointment
 3. The grievance must be based on problems of process or concerns of bias, retaliation, or other impropriety and not on differences in judgment or opinion concerning academic performance.
- B. These Procedures may not be used to resolve the following concerns:

1. Appeals related to disciplinary actions taken by the Conduct Review Board
2. Grade appeals
3. Admission decisions

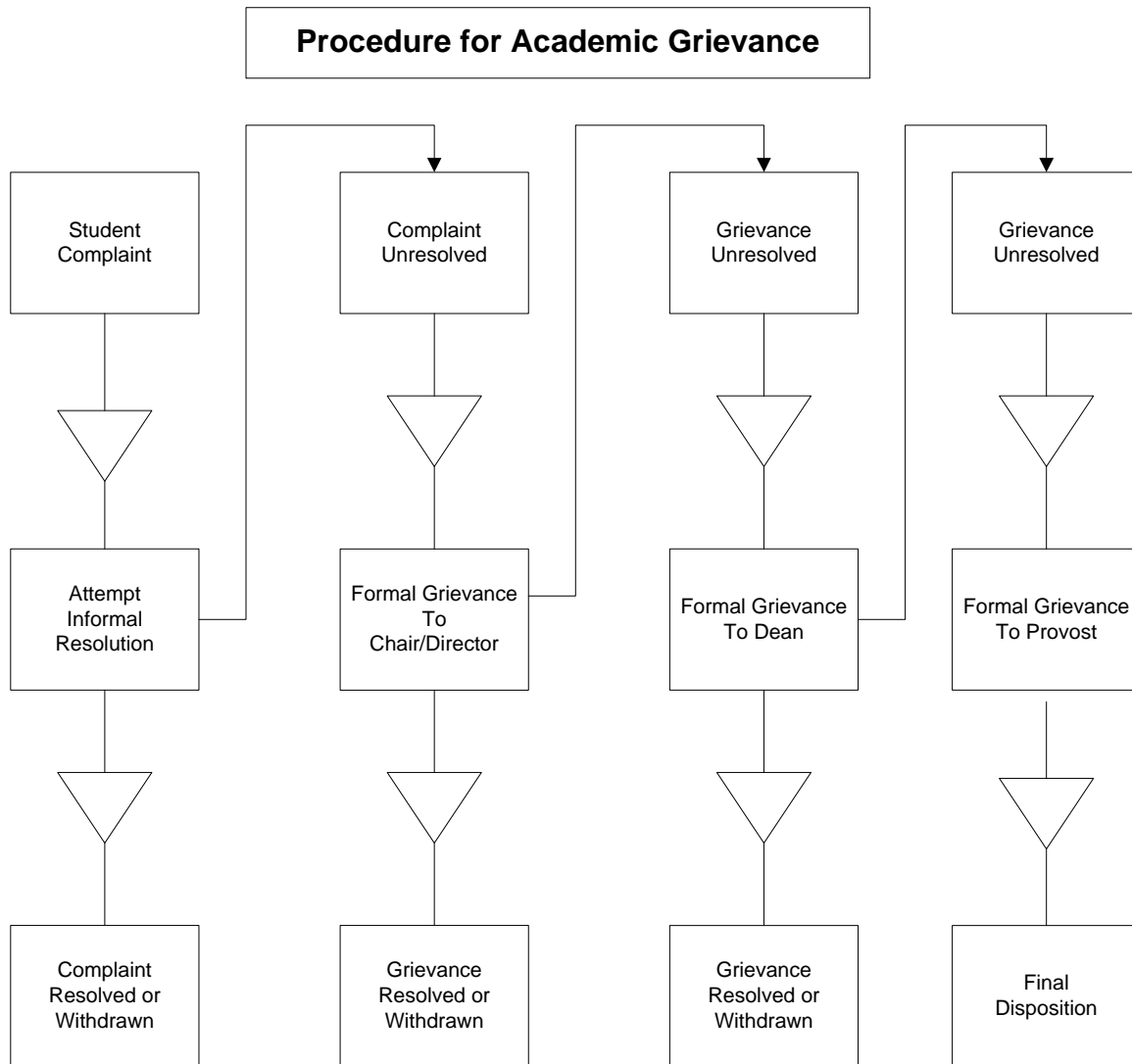
Section II: Formal Grievance Process

First Level: Informal Resolution

Students are expected to attempt to resolve complaints informally with the faculty or staff member, administrator or committee responsible for the academic decision. This attempt must include discussion of the complaint with the involved party or parties. *If all reasonable informal efforts to resolve a complaint fail, the student may file a formal grievance.*

If the complaint involves a charge of unlawful discrimination, the student may report the situation to an appropriate supervisor who must immediately notify the Office of Diversity and Equal Opportunity.

The following flowchart summarizes the Procedure for Academic Grievance:



*The Provost may refer grievance appeals to appropriate bodies or personnel.

Second Level: Submission of the Formal Grievance to Program Director/Chair

If a student elects to file a formal grievance, he/she must do so within 60 days of notification of the academic decision. All grievances must be filed in writing, be signed and dated by the grievant, and include supporting documentation at the time it is filed. The grievant must minimally provide the following information:

- a clear description of the decision being grieved
- the basis or bases for challenging the decision
- the identity of the party or parties who made the decision
- the specific remedy or remedies requested; and

- a description of all informal resolution attempted.
- The decision of the Program Director or Department Chair must be issued in writing within 30 days of receiving the grievance and shall include all of the following:
 - a copy of the student's formal grievance
 - relevant findings of fact
 - decision and the reasons for the decision reached, and
 - the remedy which is either granted or denied and/or any alternative remedies suggested.

Third Level: Submission of the Formal Grievance to Dean

The party who finds the resolution unsatisfactory may appeal the decision in writing to the Dean of the academic unit within 5 working days of receiving the Program Director or Department Chair's written decision.

The Dean may render a decision on the matter or may refer the grievance to a standing grievance/appeal committee or establish an ad hoc committee to hear the matter. When an ad hoc committee is established, the student who lodges the appeal may designate one of the faculty members who will serve on this committee. This member must be tenured or tenure-track faculty from the University of Denver. Members of the unit involved in the grievance may not serve on the ad hoc committee and must recuse themselves if they are members of the standing committee.

The committee may, at its discretion, receive from the student, relevant faculty or staff members or other individuals, any additional evidence or argument that it deems necessary to resolve the grievance.

The appeals committee will begin deliberations as soon as possible and provide the dean a written recommendation no later than 30 days after the date that the dean's office received the written, dated request for appeal at this level. The dean will make a final decision and distribute it to all affected parties within 5 working days after receiving the committee's recommendation.

Fourth Level: Submission of the Formal Grievance to Provost

The party who finds the resolution unsatisfactory may appeal the decision to the Provost within 5 working days of receiving the dean's decision. The Provost will hear only those grievances based on problems of process or concerns of bias, retaliation, or other improprieties and not on differences in judgment or opinion concerning academic performance. Within 5 working days after receiving the appeal, the Provost may refer grievance appeals to appropriate bodies or personnel. If the issue is referred to the Graduate Council, its Chair will appoint three members of the Council as a Grievance Committee to hear the case and shall designate one of the committee members to serve as Chair.

Anyone called upon by the Provost or his/her designee shall submit a written recommendation within 30 days of receiving the case. The Provost is the final authority in the matter and will report the disposition of the case to all involved parties within 30 days of receiving a recommendation from his/her designee.

Section III: Guidelines for Interpretation and Implementation

Scope of Review

Any University agent charged with reviewing a formal grievance may, at his or her discretion, gather additional relevant facts if necessary and/or meet with involved parties. The reviewer will base her/his decision on documented evidence.

Deviation from Procedures

In unusual circumstances, the Provost, at her/his sole discretion, may approve or direct a deviation from these Procedures, for example, postponement of a time limit or elimination or addition of a step in the process.

Grievance Record

Documentation in support of a grievance will be held by the person responsible for considering the grievance at that stage and passed along to the person responsible for the next step, if any. A record of meetings or interviews must be made and kept as part of the grievance record as well. The complete grievance record will consist of the original grievance, all documentary evidence, and all formal decisions made at each step of the process.

Failure to Meet Deadlines

If, after a formal grievance is filed, the University agent charged with review of the grievance fails to meet any deadline at any stage of the process, the grievant may proceed directly to appeal to the next higher University administrator in the manner prescribed by these Procedures, subject to the relevant time limitation calculated from the date of the missed deadline. The failure of any University administrator to meet any deadline shall not entitle the grievant to any relief requested, nor shall such a failure be construed as tantamount to a decision in the grievant's favor. Any grievant who fails to meet the deadlines imposed by these Procedures will be bound by the decisions previously made.

Part VI: PROFESSIONAL ASSOCIATIONS

All MCE students are encouraged to join at least one professional association. Membership in these organizations provides the student with an opportunity to become familiar with, begin networking, and become part of a professional community. The following organizations are suggestions; there are many others for students to consider. Even without becoming an official member, students will find many valuable resources at these organizations.

CASE – Colorado Association of School Executives: <http://www.co-case.org>

AASA – American Association of School Administrators: <http://www.aasa.org>

NAESP – National Association of Elementary School Principals: <http://www.naesp.org>

NASSP – National Association of Secondary School Principals: <http://www.nassp.org>

UCEA – University Council for Educational Administration: <http://www.ucea.org>

CAEYC – CO Association for the Education of Young Children: <http://www.coloradoaeyc.org>

NAEYC – National Association for the Education of Young Children: <http://www.naeyc.org>

AERA – American Educational Research Association: <http://www.aera.net>

Part VII: STYLE GUIDE, COMMUNICATION CHANNELS, TECHNOLOGY

APA Requirements

The Morgridge College of Education requires that students use *The Publication Manual of the American Psychological Association* (currently in its 6th edition) when writing research papers. The APA guidelines set forth rules that ensure clear and consistent presentation of written material. Editorial style concerns uniform use of such elements as:

- punctuation and abbreviations
- construction of tables
- selection of headings
- citation of references
- presentation of statistics, along with
- other elements that are a part of every manuscript

It is highly recommended that all students purchase *The Publication Manual of the American Psychological Association* to ensure that papers submitted conform to APA guidelines. The DU Bookstore carries the APA Manual, and additional information is available online. <http://www.apastyle.org/pubmanual.html>

Laptops

It is strongly recommended that students invest in a quality laptop. Our campus offers a quality mobile learning environment, with more than 24,000 Internet connections located across campus. The University of Denver's wireless network is designed to be a convenient supplement to the wired network for general functions including web browsing, email, and printing to public printers. Wireless access points located in many areas of campus allow suitably configured computers equipped with wireless network cards to make wireless connections to the Internet. For recommended specs on laptops, visit the DU Bookstore website.

Computer Labs and Technology Resources

A computer lab is available for Morgridge College of Education students on the second floor of Ruffatto Hall. Throughout Ruffatto Hall, there are large monitors for use by students working in groups or individually; a VGA cable is needed in order to connect to these monitors.

Computer lab hours vary but normally range from 8:00 a.m. to 9:00 p.m. Monday through Thursday and from 8:00 a.m. to 4:30 p.m. on Fridays. Weekend hours may be available, please check the schedule. Labs are closed on holidays.

Software Installed in Computer Lab

The Microsoft Office Suite consisting of Access, Excel, FrontPage, Internet Explorer, PowerPoint, Publisher, and Word is on all lab computers in both buildings. In addition, SPSS, Mozilla, Adobe Acrobat Reader, and Windows Media Player are installed in both labs along with many Morgridge College of Education course-specific software titles. Quantitative Research Methods course software is also available. For questions about specific software titles please call 303-871-2789 for information.

Technology Support and Services

The computer lab in Katherine A. Ruffatto Hall is located in Room 210. Generally, hours are Monday through Thursday 8:00 a.m.- 9:00 p.m., Fridays 8:00 a.m. - 4:30 p.m., closed on weekends and holidays. The Penrose Library computer lab has extended evening and weekend hours for your convenience. The technology staff are housed in the Katherine A. Ruffatto building and are available to provide technical help in the computer lab and classrooms Monday through Friday from 8 a.m. to 4:30 p.m. Call 303-871-3222. Students and faculty may also request assistance from the UTS Helpdesk by calling 303-871-4700.

Student Training

The University Technology Services (UTS) offers [various training and events](#) to accommodate the specific needs of DU students. Their goal is to help students become familiar with various software applications, the University Internet, user login and email use, and course resources such as Blackboard. Courses are available free of charge to all students who have a DU ID number. The DU Discoveries program provides setup assistance to entering students.

Computer and Software Purchases

Academic discounts are available for all DU students when purchasing a new computer from select retailers. The University has formed alliances with several computer manufacturers. Visit the [Laptops and Learning Page](#) for more information.

DU students may also buy computer software at a substantial educational discount from the DU bookstore. Please visit the [Bookstore web site](#) or visit the Bookstore in the Driscoll Center for information about software titles and pricing.

Digital Cameras, Camcorders, Transcribers and Laptop Computers

The Morgridge College of Education provides cameras and transcription machines for students to use in order to complete requirements of various courses. This equipment can be checked out from the Technology Coordinator. There are a limited number of laptop computers which Morgridge College of Education students may also check out for limited time periods. Laptop computers are checked out for no longer than 1 week at a time. Because of the large number of students needing the cameras and transcription machines check out time is limited to 1 or 2

days at a time. Often students check out the cameras, do their recording, and return the camera within 2 or 3 hours so that the equipment is available for other students. In order to check out this equipment, your DU identification number, email, and phone number are required.

It is recommended you make a reservation for the equipment by calling 303-871-3222.

APPENDIX A: PRINCIPAL PREPARATION PROGRAMS

Please Note: The University of Denver Registrar’s website contains the official and most current course descriptions. Available at: http://myweb.du.edu/mdb/bwlkffcs.p_disp_dyn_ctlg

Executive Leadership for Successful Schools (ELSS)

Executive Leadership for Successful Schools is designed to prepare school and district leaders who have the complex knowledge, skills and understanding needed to lead effective schools. We approach this preparation through use of evidence-based practice to focus on inclusive excellence, 21st century teaching and learning, and transformational leadership. Graduates will understand school-wide issues as well as community and district contexts, and will be able to communicate and lead to ensure a successful educational experience for all students. The 30-quarter-hour program is designed to be completed in four quarters. Learning is fostered through a blended program of interactive online study, weekend cohort workshops, inquiry projects, and highly integrated field experiences. The program is aligned to meet state and national standards for educational leadership excellence.

Overview

The program is organized in four academic quarters. The first Saturday of the Intro Quarter Module is the Opening Day, with cohort building activities, the program content overview, and ELSS online Blackboard resources. Students will also meet in person twice, on Saturdays, in each of the quarters to participate in facilitated activities related to that quarter’s course Module. These Workshop Days will include cohort work with the information and experiences that students gather as part of the project-based internship experiences. Finally, there is a Closing Day, an additional Saturday in the final quarter of coursework, when the cohort will participate in closing activities and present final projects capturing their learning journey and portfolios. To complete the principal licensure requirements, students will take 6 credit hours (300 clock hours of field work) that will be spread out as 1-2 credit hours in each of the quarters.

ELSS Certificate Curriculum

Coursework (24 credits)

Courses have quarterly beginning and ending dates; students can expect to work about 20 hours each week in a typical quarter. Each course will incorporate in-person Workshop Days, Inquiry Projects, self-assessments, various online learning activities including discussion boards and a reflection journal, readings, and written assignments to guide instruction and learning. Discussion links and open office hours are available for group discussions where students can ask and answer questions about assignments and other needs. The learning from each quarter will culminate in a final electronic Portfolio documenting students’ learning growth.

- ADMN 4801—Foundations of Educational Leadership 2 cr hrs.

- ADMN 4805—Personnel Management 2 cr hrs.
- ADMN 4806—Legal Aspects of School Leadership 2 cr hrs.
- ADMN 4807—Research and Best Practices in School Reform 2 cr hrs.
- ADMN 4829—Instructional Leadership 2 cr hrs.
- ADMN 4830—Student Supports and Services 3 cr hrs.
- ADMN 4831—Instructional Supervision and Evaluation 3 cr hrs.
- ADMN 4833—Strategic Resource Management for Schools 3 cr hrs.
- ADMN 4839—Entrepreneurial Leadership 3 cr hrs
- ADMN 5100—Data Use for School Improvement 2 cr hrs

Workshop Days (held on the DU campus)

All workshop days are held on Saturdays, and incorporate large and small group discussions on key topics and issues related to Module themes, as well as presentations, role play practice, case studies, and occasional guest speakers.. A focus is on integrating readings, discussions, and internship experiences.

Inquiry Projects

Each quarter features an Inquiry Project—you will collect data and field experiences related to these as part of the internship, and you will work with these Inquiry Projects as an ongoing context for thinking about leading and developing schools throughout the entire program. The quarterly Inquiry Projects work comes together as the basis for your ePortfolio documenting your learning throughout the program.

Internships (6 credits)

You will complete internship hours each quarter. Circulating around classrooms and other school settings, you will observe teaching and learning environments and collect evidence of practice. Each internship experience will focus on a “problem of practice” related to the quarterly Inquiry Projects. Potential issues for investigation include systems; culture and environment; student support and response to intervention/instruction (RTI); data use; resource management; family and community engagement; teacher professional development, supervision, and evaluation; policy and ethics; and communication.

The Internship is guided by a Cohort Instructor and a menu of opportunities that complement the focus of each of the Course Modules.

- ADMN 4815—Elementary Internship and/or 3-6 cr hrs. or
- ADMN 4816—Secondary Internship 3-6 cr hrs.

Portfolio

The work that you do throughout the program will come together as you build your Portfolio. This will serve as a record of your learning in the program, as well as a presentation of your new skills and knowledge for prospective employers.

ELSS Principal Preparation Program Modules

1. Intro Quarter Module: Foundations of Educational Leadership + Vision, Values and Culture

School leaders are able to lead efforts to create and sustain schools that successfully address the needs of every student, regardless of their diverse backgrounds. Issues of student and community equity and input are examined to challenge structures and assumptions about diverse and dominant cultural groups and access to learning.

Inquiry Project: Organizational Diagnosis

Develop a school profile and “snapshots” of culture, student achievement, leadership market analysis. Identify organizational needs and practices relative to student achievement, culture, and leadership.

Sample Learning Outcomes

- Prepare for Blackboard online work, Internships, electronic portfolio, Inquiry Projects
- Exhibit ability to self evaluate and reflect; use self-assessment tools to better understand your values, beliefs, and skills, and how these impact learning
- Learn basics elements of systems and change theory
- Develop your leadership philosophy based on program values and what you are learning
- Understand how school culture and school improvement processes impact student achievement
- Develop goals to help you successfully reach your goals

2. Module: Leading Learning and Teaching: Building the capacity of staff to use 21st century teaching and learning skills, knowledge and values are vital to student success. Principals create and sustain change in schools by engaging stakeholder participation in formulating and implementing change, without which most reform efforts fail. For example, wise use of technology, culturally proficient teaching, and differentiated instruction are pivotal to student success.

Inquiry Project: Student Supports and Services. Identify best practices in assessment, curriculum, instruction, learning, and leadership. Identify organizational structures needed to support student learning needs.

Sample Learning Outcomes

- Demonstrate facilitation of coaching including collaborative goal setting, giving feedback, and strategies to examine student work
- Understand the roles of the teacher as a change agent, coach, and mentor
- Understand standards-based instructional leadership: learning theory, brain research, Professional Learning Community processes, essential learning, and SMART goal development
- Develop culturally proficient inquiry skills, including analysis of student achievement and related data, planning for instruction, preventing achievement gaps, and meeting disability specific needs

- Understand curricular and instructional models: layered curriculum, multiple intelligences, and best practices such as scaffolding, non-linguistic strategies, grouping, innovative learning technologies, and creating effective social and physical environments

3. Module: Developing People

Principals help schools become communities that prepare students to participate in society. They influence the organizational practices of schools and distribute resources equitably, uphold high standards, and give all students a variety of opportunities to learn and participate in their schools. Principals have the responsibility to provide a powerful and insightful voice regarding decisions about school change.

Inquiry Project: Evaluation and Instructional Leadership. Identify best practices in evaluation and resource management to support and sustain human resources for student achievement.

Sample Learning Outcomes

- Demonstrate skill and efficacy in creating and sustaining relationships; building learning communities that foster student growth
 - Exhibit self evaluation and reflection as a leader and teacher
 - Exhibit skill in providing professional development for the adult learner, sharing best practices with peers and with diverse audiences through design of teacher workshops and in class using principles of adult learning theory
 - Understand and apply data driven decision-making to classroom and school issues
 - Work effectively with staff for student success.
4. **Module: Melding Theory and Practice for School Management:** Excellent principals draw on researched, evidenced-based knowledge to lead innovative schools, melding theories with action to result in best practice. Understanding the legal, political, and socio-cultural contexts for organizing school resources and work is critical to sustaining school efficiency and effectiveness.

Inquiry Project: Leading and Resourcing Change. Provide evidence of how to use resources to lead change and support and sustain student learning.

Sample Learning Outcomes

- Understand school management competencies: budget and resource allocation and management, legal issues, risk management, school safety
- Understand the legal and ethical issues related to school management and evaluation of personnel
- Demonstrate the use of facilitation skills to resolve conflicts and build skill and confidence in others
- Describe and discuss effective work with staff for student success

ADMN 4815 / 4816 Principal Internship (added 1/5/11)
Information and Requirements

Credit

- A total of 6 quarter credit hours are required to be recommended for the Colorado Principal License: 300 clock hours under the supervision of a *Colorado Licensed School Principal*. Credit is taken as designated by your specific principal preparation program

Registration

- Register for credit during the quarter you will complete your internship within your module or program.

Requirements

- 1) **Initial Meeting:** schedule an meeting (may be 'virtual' by phone, Skype, chat room) between you, your field mentor principal and university mentor within the first 2 to 3 weeks (20-30 clock hours) after beginning the internship.
 - a. Give your field mentor a copy of the inquiry project internship materials, and the intern evaluation form. Please have shared this material with them prior to your meeting.
 - b. Prepare 1-3 personal leadership **goals** in advance for this meeting and be able to discuss them. A signed and dated copy will be placed in your portfolio. Goals should reflect personal leadership growth areas determined by the student and are in addition to but complementary to the Inquiry Project work which is in part completed as part of the Internship.
- 2) **Each quarter** schedule a meeting to (as in #1) to share and discuss the new **Inquiry project** outline with your principal mentor. Be sure to discuss any school needs or considerations that might require a modification of the project and discuss that with your professor. Your university mentor is available to meet with you if desired or necessary-please contact them as needed/desired by you or your field mentor.
- 3) **End of Each Quarter: Log of hours and Inquiry Projects** document the work done during the internship and are posted on your Portfolio for course professor review.
- 4) **Last Quarter:** the **Intern Performance Evaluation Form** is completed by the field mentor prior to the Final Conference and submitted electronically to your university mentor.

Purpose and Overview

The purpose of a formal internship with a principal is to participate in supervised practical training in many of the aspects of school building administration. It is imperative that an applicant have as many first hand experiences as possible in all phases of building administration which focus upon the standards set for principals in Colorado.

Students receive 6-quarter hours of credit and devote a minimum of 300 hours working with a licensed principal in a school building. It should be noted that 300 hours is a minimum guideline and most interns will devote considerably more time to their intern experience. The intern's experience is based upon quarterly authentic inquiry projects which are highly integrated with course work. The focus of each project is to not only result in student learning but result in a benefit to the school. The objective of the administrative internship program is to provide interns with an opportunity to gain leadership experience which better enables them to articulate, implement the Colorado Standards for Principals in students' future administrative careers.

Educational Administration Internship Goals

Each intern will prepare his/her personal goals for the internship based upon the Colorado Standards for Principals and can complement the inquiry projects' focus. These goals may change over the course of the year. This document and other written material given to the intern at first class will be discussed with the field mentor during the initial meeting with the university intern supervisor and the principal.

Final Portfolio Review and Leadership Journey Presentation

Each intern prepares a portfolio which includes written reflections of learning from the inquiry projects and provides evidence of meeting state standards for principals. S

Each intern also presents a review of their learning at an end of year, in-person Leadership Journey Event. Field Mentors will be invited to attend this event. The intern is required to:

- Provide the context for your leadership actions
 - Introduce your school and your position
 - Articulate your vision, goals, key strategies and bold steps you took to impact student learning and achievement at your school
 - Identify at least one "essential" leadership question you are still sitting with.
- Clearly articulate how your projects impacted your instructional leadership project and your leadership experience
 - Share where you were as a leader when you started
 - Where you are today on your learning journey
 - Where you will go next.
- Clearly articulate the scope of your Instructional Leadership Project
 - What you did
 - Why you did it

 - What worked
 - What didn't work
 - Identify the ramifications for the larger system
 - Identify your core learning's and articulate why they are core to you
 - How might these learning's best serve you as a future DPS leader?

- Clearly articulate what has had the most impact on your personal growth and development as a leader and why? Identify ways your learning's as a leader help the school to:
 - close the achievement gap
 - hold higher expectations for all
 - improve the performance for all students

Evaluation of the Intern

The University grade received by the intern will be based upon the University professor's judgment of the intern's growth and understanding of the nature, problems and processes of administration. The grade will be based upon the 1) quarterly review of student's portfolio including reflections related to each standards-based inquiry project 2) log of internship hours and 3) attendance and participation in meetings with field mentor and university supervisor.

Sample Intern Goals

Lead and support a school community that is committed to and focused on learning, including:

- Leading the development of a team that is committed to student learning.
- Ensuring that stakeholders are involved in decision-making.
- Initiating involvement of business and non-parent communities in student learning experiences.
- Facilitate the process of vision building and vision renewal.

Create an environment that encourages and develops responsibility, ethics, and citizenship in self and others, including:

- Examine personal beliefs and articulating educational values which contribute to success for all students.
- Match behavior to educational values and convictions.
- Treat all members of the school community fairly, equitably, and with integrity.
- Promote moral and ethical responsibility in public schools.
- Exercise good judgment and taking responsibility for actions.
- Promote responsible behavior and citizenship consistent with established principles of conduct.

Recognize, appreciate, and support ethnic, cultural, gender, economic and human diversity through the school community, while striving to provide fair and equitable treatment and consideration for all, including:

- Establishing a variety of methods for communicating to ensure input from all stakeholders
- Leading in the development and implementation of curriculum that fosters success for all students regardless of gender, race, or disability.

- Encouraging the implementation of a curriculum that recognizes contributions made by diverse groups and promotes the infusion of multicultural information into daily instruction.
- Promoting respect for ethnic, religious, cultural, economic, physical, and intellectual diversity.
- Promoting a unified school community by respecting diversity and valuing equitable treatment for all.
- Helping others recognize the signs and patterns of discrimination, and leading in the elimination of discriminatory behavior within the school.

Be a continuous learner who encourages and supports the personal and professional development of self and others, including:

- Inquiring about, reflecting upon and acting to improve personal performance, the performance of professional and classified staff, and the overall performance of the school.
- Recognizing and providing personal and professional development opportunities for the school community that enhance performance quality and personal satisfaction.
- Designing work and work responsibilities so that staff members and parents contribute to overall school improvement and develop a sense of worth and accomplishment.

Organize and manage human and financial resources to create a safe and effective working and learning environment, including:

- Maintaining a physically and socially safe environment in the school.
- Organizing and coordinating the work of certified and classified personnel.
- Leading effective planning, implementation, review and evaluation process.
- Managing financial resources with efficiency, fairness, and involvement of the school community.
- Upholding and applying state laws and district policies while ensuring due process.
- Managing personnel practices including recruitment, selection, and evaluation with fairness and legally defensible processes.

Gain knowledge about district-wide budget planning and develop an understanding about budgetary decisions that support academic achievement, including:

- Shadow head secretary and principal to determine how budget and financial processes and policies.
- Analyze district and school website to determine how budget information is shared with the public.
- Attend Board Meetings to determine impact on school issues.
- Interview Principals from elementary, middle and high school about how their budget planning supports school improvement plans

Gain a perspective of school programs and activities as viewed through the feeder-model of regional administration of the school district including:

- Plan and implement school wide testing to maximize effective and ethical practices.
- To organize academic awards ceremonies while looking deeper into the meaning of academic achievement and whether celebrations across the district such as this succeed in honoring such achievement.
- To attend new administrator seminars to gain a better understanding of how the district is looking to embed a culture of thinking into classrooms alongside the existing emphasis on standards-based curriculum.

Ensure quality-learning experiences that lead to success for all students, including:

- Leading the school community in the implementation of the Literacy Institutes.
- Using data to analyze the current state of student learning and then serving as a catalyst for and manager of needed change.
- Expecting and coaching effective instructional practices
- Understanding and demonstrating the use of telecommunications and technology in instruction.
- Review school wide assessments and other methods of assessing student learning.

Gain an understanding of relationships between Principal, School Board, Superintendent and other stakeholders concentrating on the following areas: accountability, assessment, bond issues, student achievement, parent and community:

- Attend Board Meetings
- Attend Leadership Meetings
- Interview Superintendent
- Reading the Board of Education minutes
- Attend District Accountability Meetings
- Attend various District committee meetings pertaining to school calendar, equity, assessment and budget.

Recognize and address issues of equity that directly impact closing the achievement gap.

- Meetings with various leadership teams
- Interview Principal and/or Human Resources Director regarding procedures used to hire staff.
- Review Board of Education policies to determine which ones pertain to equity
- Participate in Equity Training
- Review data and how it is formatted and disaggregated to indicate gaps

Internship Menu

Module: Foundations of Educational Leadership & Vision, Values and Culture

School leaders are able to lead efforts to create and sustain schools that successfully address the needs of every student, regardless of their diverse backgrounds. Issues of student and community equity and input are examined to challenge structures and assumptions about diverse and dominant cultural groups and access to learning.

These are possible activities you can engage in that will reinforce the module theme, the inquiry project and/or your personal goals. This is not a definitive list. All work needs to be in service to the school.

- Inquiry Project data collection
- Attend or observe BOE meetings
- Attend School Improvement meetings
- Attend PTO/PTA meetings
- Attend family events: who is attending and who is not attending? What is learned? What values are being reinforced? How are the concepts of equitable access being reinforced? How does the event support student learning?
- Principal interview regarding a personal entry plan
- Interview a variety of personnel about what their job is and how a principal can best support them: school counselor, librarian, head secretary, head custodian, kitchen manager, ESL teacher, librarian, classroom teacher, Para Educator, bus driver.
- Organizational chart & website review of your school and other schools
- School handbook review: What policies, values, culture and systems are evident? How would you edit to reflect your values and the school culture you want to create?

Internship Menu

Module: Leading Learning and Teaching

Building the capacity of others to use 21st century teaching and learning skills, knowledge and values are vital to student success. Principals create and sustain change in schools by engaging stakeholder participation in formulating and implementing change, without which most reform efforts fail. For example, wise use of technology, culturally proficient teaching, and differentiated instruction are pivotal to student success.

These are possible activities you can engage in that will reinforce the module theme, the inquiry project and/or your personal goals. This is not a definitive list. All work needs to be in service to the school.

- Inquiry project tasks: collaboration, coaching, teaching, planning, data collection, etc.
- Participate in or observe RTI or intervention meetings
- Attend special education staffing meetings (with permissions from staff and parents)
- Facilitate or attend an ESL, ELL staffing, meeting, training
- Principal interview regarding coaching of teachers and/or supporting a learning community within the school
- Interview a variety of personnel about what their job is and how a principal can best support them: school counselor, librarian, head secretary, head custodian, kitchen manager, ESL teacher, librarian, classroom teacher, Para Educator, bus driver.
- Identify and analyze the resources and systems within the school which support learners (shared leveled text rooms, video and audio text support, visuals, etc.
- Interview librarian and determine how the library is used to support learning. How is the programming connected to classes, standards? How book orders informed by instructional needs?
- Observe a grade level or department meeting other than your own.

Internship Menu

Module: Melding Theory and Practice for School Management

Excellent principals draw on researched, evidenced-based knowledge to lead innovative schools, melding theories with action to result in best practice. Understanding the legal, political, and socio-cultural contexts for organizing school resources and work is critical to sustaining school efficiency and effectiveness.

These are possible activities you can engage in that will reinforce the module theme, the inquiry project and/or your personal goals. This is not a definitive list. All work needs to be in service to the school.

- Inquiry project tasks: interview principals, district transportation, maintenance and operations staff, budget and finance staff, etc.
- Shadow principal while he or she is attends district meetings.
- Find the district or school level maintenance and building safety plans.
- Interview school custodians about how they prefer to receive support from the principal relative to building maintenance and how they accomplish their summer work.
- Review school emergency plans.
- Read the negotiated agreement handbook for classified staff.
- Review BOE policy on safety, building maintenance and fiscal management.
- Interview more than one school secretary about how they track the school budget.
- Determine the principal's system for budget development and oversight.

Internship Menu

Module: Developing People

Principals help schools become communities that prepare students to participate in society. They influence the organizational practices of schools and distribute resources equitably, uphold high standards, and give all students a variety of opportunities to learn and participate in their schools. Principals have the responsibility to provide a powerful and insightful voice regarding decisions about school change.

These are possible activities you can engage in that will reinforce the module theme, the inquiry project and/or your personal goals. This is not a definitive list. All work needs to be in service to the school.

- Inquiry project tasks: collaboration, observations, pre and post conferencing with staff
- Shadow your mentor principal while he or she is completing observations.
- Complete multiple 'walk-throughs' in all content or grade levels.
- Interview teachers about how they prefer to receive support from the principal relative to input on teaching efficacy.
- Review the evaluation system.
- Read the negotiated agreement handbook.
- Read Staff or Faculty Handbooks.
- Review BOE policy on evaluation and supervision.
- Attend negotiated agreement meetings.
- Determine the principal's system for tracking and completing all evaluations in a timely way.

Intern Information Sheet

To be completed by the student

Name:	
DU ID #	
Quarter of Registration CRN #	
Phone:	
Email:	
Work Phone	
Location of internship School name	
Address	
Phone	
Field Mentor / Principal Name	
Field Mentor Phone	
Field Mentor email	

To be completed by the University Internship Supervisor

Year and Quarter of Internship completion:	Grade:
Credit (1-2 credits):	

Signature of University Internship Mentor _____

File form in the Office of Outreach Support (KRH 337 or outreach@du.edu) when completed

Intern Goal Form

Prepare 2-3 goals which will reflect your personal growth areas for the entire internship. Goals may also reflect the work to be accomplished during inquiry projects.

Goal	Actions	Related Standards

Intern signature: _____

Date: _____

University Mentor signature: _____

Date: _____

Field Mentor signature: _____

Date: _____

Intern Log

***This log is also available online. Turn this form into your University Supervisor each quarter.
You need to document 50 clock hours per 1 credit of Internship.***

The list below indicates the range of experiences and hours of my internship experience.

Minimum 300 Hours Required

Location of Internship Hours	Hours
Number of Internship Hours Completed	
Elementary School Hours	
Middle/Jr. High School Hours	
High School Hours	

Area of Activity	Hours
<i>These are examples and may be altered to reflect your work.</i>	
Family & Community Engagement <ul style="list-style-type: none"> • Plan or facilitate parent events • Parent communication (newsletter, handbook, PTO/PTA) 	
Instructional Leadership <ul style="list-style-type: none"> • Assessment: CSAP and other assessments • Budget Planning and Financial Oversight • Resource Management: Scheduling, materials selection 	
Leadership <ul style="list-style-type: none"> • School Improvement Process • Accountability: based upon State Standards • Board Policy and Statutory, Common Case Law • District/Building Committees • Vision and Mission development 	
Supervision and Management (Developing People) <ul style="list-style-type: none"> • Human Resources: Recruitment, Selection, Interviews, mentoring program • Practice observations, lesson studies, walk-through 	
Organizational Diagnosis <ul style="list-style-type: none"> • Assess building achievement, culture and leadership needs 	
Student Services (student learning supports) <ul style="list-style-type: none"> • Behavior Management and Discipline 	

Update and place form in Portfolio each quarter

Standard II: Principals demonstrate instructional leadership

- A. Curriculum, Instruction, Learning, and Assessment: Principals enable school-wide conversations about standards for curriculum, instruction, assessment, and data on student learning based on research and best practices, and ensure that the ideas developed are integrated into the school’s curriculum and instructional approaches.
- B. Instructional Time: Principals create processes and schedules which maximize instructional, collaborative, and preparation time.
- C. Implementing High-Quality Instruction: Principals support teachers through feedback and appropriate professional development in order to ensure that rigorous, relevant, and appropriate instruction and learning experiences, aligned across P-20, are delivered to and for all students.
- D. High Expectations for All Students: Principals hold all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these ambitious student outcomes.

0 1 2 3 4

Standard III: Principals Demonstrate School Cultural and Equity Leadership

- A. Intentional and Collaborative School Culture: Principals articulate and model a clear vision of the school’s culture, and involve students, families, and staff in creating a climate that supports it.
- B. Commitment to the Whole Child: Principals value the cognitive, physical, mental, social, and emotional health and growth of every student.
- C. Equity Pedagogy: Principals demonstrate a commitment to a diverse population of students by creating an inclusive and celebratory school culture, and provide direction in meeting the needs of diverse student talents, experiences, and challenges.
- D. Efficacy, Empowerment, and a Culture of Continuous Improvement: Principals and their leadership team foster a school culture that encourages continual improvement through innovation, risk-taking, and an honest assessment of outcomes.

0 1 2 3 4

Standard IV: Principals Demonstrate Human Resource Leadership

- A. Professional Development/Learning Communities: Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning, and develops teacher leaders in a manner that is consistent with local structures, contracts, policies, and strategic plans.
- B. Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff: Principals establish and effectively manage processes and systems that ensure a high-quality, high-performing staff, including an overall count and percentage of effective teachers that reflects the school’s improvement priorities.
- C. Teacher and Staff Evaluation: Principals evaluate staff performance using the district’s educator evaluation system in order to ensure that teachers and other staff are evaluated in a fair and equitable manner with a focus on improving performance and, thus, student achievement.

0 1 2 3 4

Standard V: Principals Demonstrate Managerial Leadership

- A. School Resources and Budget: Principals establish systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, achievement, and healthy development for all students.
- B. Conflict Management and Resolution: Principals effectively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students, and staff.
- C. Systematic Communication: Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.
- D. School-wide Expectations for Students and Staff: Principals understand the importance of clear expectations, structures, rules, and procedures for students and staff.
- E. Supporting Policies and Agreements: Principals familiarize themselves with state and federal laws, and district and board policies, including negotiated agreements, and establish processes to ensure they are consistently met.

0 1 2 3 4

Standard VI: Principals Demonstrate External Development Leadership

- A. Family and Community Involvement and Outreach: Principals design structures and processes which result in family and community engagement, support, and ownership of the school.
- B. Professional Leadership Responsibilities: Principals strive to improve the profession by collaborating with their colleagues, district leadership, and other stakeholders to drive the development and successful implementation of initiatives that better serve students, teachers, and schools at all levels of the education system.
- C. Advocacy for the School: Principals develop systems and relationships to leverage the district and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interests of students and families.

0 1 2 3 4

Standard VII: Principals Demonstrate Leadership Around Student Growth

- A. Student Academic Achievement and Growth.
- B. Student Growth and Development
- C. Use of Data

0 1 2 3 4

Overall Comments:

Principal/Site Supervisor: _____

Date: _____

Student, please email form to professor by the end of your final quarter of work.

RUBRIC FOR Principal Preparation PORTFOLIO REVIEW

	Deficient	Proficient	Advanced	Comments
Writing (content)	Reflects limited knowledge and understanding of principal standards and benchmarks	Consistently reflects knowledge and understanding of principal standards and benchmarks. Analyzes and evaluates written material.	Demonstrates superior understanding and application of principal standards and benchmarks. Critically analyzes and evaluates written material.	
Writing (conventions)	Consistently applies incorrect grammar and syntax in writing; uses limited references to sources in essays and bibliographies.	Uses correct grammar and syntax in writing, and a consistent format in referencing sources throughout essays and bibliographies.	Consistently uses correct grammar and syntax in writing, and a consistent format in referencing sources throughout essays and bibliographies.	
Literature/ Research	Provides limited documentation and knowledge of range of literature and/or research materials.	Documents substantial knowledge of a range of literature and/or research materials.	Demonstrates extensive knowledge of literature and/or research materials as evidenced in narrative essays.	
Reflection	Provides limited examples connecting knowledge and understanding of standards and benchmarks to applications of his/her work in the field.	Consistently provides examples connecting knowledge and understanding of standards and benchmarks to applications of his/her work in the field.	Raises critical questions for further personal investigation. Identifies areas of personal growth relative to standards and benchmarks and applications to his/her work in the field.	
Integration of knowledge and skills through narrative essays and artifacts	Reflects limited understanding and integration of standards and benchmarks with limited use of artifacts to support content of reflective essays, as well as leadership skills and experiences.	Consistently reflects understanding of standards and benchmarks through selection and references to artifacts that support content of reflective essays as well as leadership skills and experiences.	Reflects superior understanding and application of standards and benchmarks through selection and references to artifacts that support content of reflective essays as well as leadership skills and experiences.	

Colorado Principal Quality Standards

For all Principal Quality Standards, **bolded text** represents mandatory language that must be addressed in evaluating principal performance. Un-bolded text contains descriptions intended to assist districts in developing or choosing observation and measurement tools. Both **bolded** and un-bolded text were considered in the development of the rubric and its accompanying materials for the Model Evaluation System for Principals and Assistant Principals.

Standard I: Principals demonstrate strategic leadership

- A. Vision, Mission and Strategic Goals: Principals develop the vision, mission, values, beliefs and goals of the school, collaboratively determining the processes used to establish these attributes, and facilitate their integration into the life of the school community.** Principals engage all stakeholders in building a shared vision of student learning outcomes for the school community that reflects the State of Colorado’s definition of school readiness, and Colorado’s definition of postsecondary and workforce readiness, including student readiness for global citizenship. They ensure that the school’s mission and strategic goals all directly support this vision of student success, in a way that is aligned with district priorities.
- B. School Improvement Plan: Principals ensure that the unified improvement plan provides the structure for the vision, values, goals, and changes necessary for improved achievement and developmental outcomes for all students, and provides for tracking of progress based on data.** Principals ensure that the school improvement plan is an actionable, meaningful plan that includes the implementation of strategies to identify and support student engagement, healthy development, attendance and successful completion of school for all students. The plan should be reviewed frequently and revised to adjust strategies based on progress toward goals. The principal shall ensure that any school improvement plans are aligned with and mutually supportive of each other and existing district plans.
- C. Leading Change: Principals collaboratively develop a vision and implementation strategies for improvements and changes which result in improved achievement and developmental outcomes for all students.** Principals demonstrate the ability to effectively manage organizational change, developing and fostering a collaborative culture that inspires innovation, creativity, and continuous school improvement. They model self-awareness, reflective practice, transparency and ethical behavior. Principals analyze organizational practices and make changes as necessary based on a review of data. They understand the implications of changes for the school community, and demonstrate flexibility and adaptability. Principals can clearly define and communicate challenges to all stakeholders in their school community and can implement problem-solving strategies to seek positive solutions to school challenges.
- D. Distributive Leadership: Principals create and utilize processes to distribute leadership and decision making throughout the school.** Where appropriate, they involve staff, parent/guardians and students in decisions about school governance, curriculum and instruction. Principals build internal capacity by creating opportunities for staff to demonstrate leadership, by assuming decision-making roles both inside and outside of

the school.

Standard II: Principals demonstrate instructional leadership

- A. Curriculum, Instruction, Learning, and Assessment: Principals enable school-wide conversations about standards for curriculum, instruction, assessment, and data on student learning based on research and best practices, and ensure that the ideas developed are integrated into the school’s curriculum and instructional approaches.** Principals demonstrate current knowledge of research in teaching, learning and child development, and ensure that their schools provide a comprehensive education that promotes cognitive, physical, mental, social emotional health and growth. They ensure that an age-appropriate curriculum consistent with the Colorado Academic Standards is taught and monitored through effective formative assessment practices, and the use of summative assessments. They engage staff in developing knowledge about student development, curriculum, instruction, assessment, and analysis and use of data in order to establish and achieve high expectations for students. Principals ensure high expectations for all students, including students identified as gifted, students with disabilities, and students considered “at risk” of school failure.
- B. Instructional Time: Principals create processes and schedules which maximize instructional, collaborative, and preparation time.** They ensure that teachers and other adults working with students have time, structures, opportunities and the expectation of planning, working, reflecting and celebrating together to improve instructional practice.
- C. Implementing High-Quality Instruction: Principals support teachers through feedback and appropriate professional development in order to ensure that rigorous, relevant, and appropriate instruction and learning experiences, aligned across P-20, are delivered to and for all students.** They demonstrate current knowledge of best practices in PK-20 instruction and assessment, and are able to monitor delivery of high-quality instruction. They encourage and support teachers in utilizing research-based methods to develop and employ multiple instructional approaches; developing personalized learning opportunities for diverse learners; planning lessons that allow students to apply and demonstrate learning connections in creative and meaningful ways; integrating technology and formative assessment practices into instruction to increase student engagement and learning; and using multiple methods of progress monitoring to track student learning and adjust instruction as needed. Principals ensure that the school’s structures and daily schedules are supportive these instructional goals. They are good listeners and coaches and are able to give and receive feedback.
- D. High Expectations for All Students: Principals hold all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these ambitious student outcomes.** Principals make available to the school community, as appropriate, data about student performance. Principals actively engage the school community to interpret and respond to available data on student achievement and other performance indicators. Principals collect and analyze available data regularly to monitor progress and make appropriate adjustments designed to improve performance outcomes. Principals ensure that data are turned into meaningful information that can

be used by teachers, students and parents/guardians to identify goals, implement evidence-based strategies, monitor and evaluate the impact of instructional programs, and promote organizational learning.

Standard III: Principals Demonstrate School Cultural and Equity Leadership

- A. Intentional and Collaborative School Culture: Principals articulate and model a clear vision of the school’s culture, and involve students, families, and staff in creating a climate that supports it.** Principals articulate a strong and clear vision for the school’s culture, and foster broad ownership among the school community for that vision. Principals deploy school structures in a manner the supports the culture. They build relationships that create a trusting, collaborative, innovative, respectful and supportive school culture where teachers want to work, students want to learn and all families feel welcomed and empowered to help their students succeed.
- B. Commitment to the Whole Child: Principals value the cognitive, physical, mental, social, and emotional health and growth of every student.** Principals build a school culture that supports comprehensive education that promotes cognitive, physical, mental, social and emotional health and growth of students. They engage school and community-based resources to support students and their families.
- C. Equity Pedagogy: Principals demonstrate a commitment to a diverse population of students by creating an inclusive and celebratory school culture, and provide direction in meeting the needs of diverse student talents, experiences, and challenges.** Principals ensure that all adults in the school have high expectations for all students, and believe that all students can reach those high expectations. They support the use of a variety of teaching styles designed to meet the diverse needs of individual students. Students’ individual backgrounds are valued as a resource, and principals advocate for approaches to instruction and behavioral supports that build on student strengths.
- D. Efficacy, Empowerment, and a Culture of Continuous Improvement: Principals and their leadership team foster a school culture that encourages continual improvement through innovation, risk-taking, and an honest assessment of outcomes.** Principals foster a school culture which supports and celebrates ongoing efforts at improvement through innovation and risk-taking. They facilitate candid discussions with the school community about student achievement and other performance indicators. They recognize the achievements of individuals and the school as a whole while acknowledging areas needing improvement by modeling self-awareness, transparency and ethical behavior.

Standard IV: Principals Demonstrate Human Resource Leadership

- A. Professional Development/Learning Communities: Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning, and develops teacher leaders in a manner that is consistent with local structures, contracts, policies, and strategic plans.** Principals communicate regularly about the changing context for teaching and learning, and create a collaborative culture and overall structure for on-going learning that fosters teacher

learning and develops teacher leaders.

- B. Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff: Principals establish and effectively manage processes and systems that ensure a high-quality, high-performing staff, including an overall count and percentage of effective teachers that reflects the school's improvement priorities.** Principals include in their professional development plan explicit reference to the ways in which they intend to address the counts and percentages of effective teachers in the building. They recruit, retain and support high quality and effective teachers and staff, and implement a systemic process for comprehensive, effective, and research-based professional development, coaching and mentoring that is differentiated for adults to support student learning. As appropriate, principals create school-wide structures that ensure that teacher candidates and other educator interns provide support for students, and increase embedded professional learning opportunities for experienced educators in the school. They demonstrate the ability to dismiss staff members who are ineffective or otherwise unsatisfactory after plans for professional improvement and support have proven unsuccessful.
- C. Teacher and Staff Evaluation: Principals evaluate staff performance using the district's educator evaluation system in order to ensure that teachers and other staff are evaluated in a fair and equitable manner with a focus on improving performance and, thus, student achievement.** They implement a systemic process for evaluation of all staff members that leads to the continuous improvement of performance. For teachers, this includes the provision of frequent and timely feedback and supports. Principals recognize and celebrate quality teachers, and provide professional development coaching for teachers needing support in order to improve instruction and student learning outcomes.

Standard V: Principals Demonstrate Managerial Leadership

- A. School Resources and Budget: Principals establish systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, achievement, and healthy development for all students.** They implement effective operational systems to use time, personnel, technology and resources to support student learning. Within the parameters of the district and economic environment, principals ensure that all school operation systems are managed according to principles of business management, budgeting and accounting practices.
- B. Conflict Management and Resolution: Principals effectively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students, and staff.** They demonstrate awareness of potential problems and areas of conflict within the school, and create processes to resolve areas of conflict which allows diverse interests to be heard and respected. Using a creative problem solving approach, principals resolve conflicts to ensure the best interest of students and the school.
- C. Systematic Communication: Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.** Principals communicate the school's distinctive learning environment and student learning results in an open and transparent manner, in order to attract parent and community support.

- D. School-wide Expectations for Students and Staff: Principals understand the importance of clear expectations, structures, rules, and procedures for students and staff.** They promote cultural competence among teachers, staff and students, and foster respects for individual needs and differences among students, staff and families. Principals design and implement a plan for proactive student discipline that addresses discrimination, harassment and bullying, and safeguards the values of democracy, equity, citizenship, patriotism, and diversity among students, staff and parents/guardians.
- E. Supporting Policies and Agreements: Principals familiarize themselves with state and federal laws, and district and board policies, including negotiated agreements, and establish processes to ensure they are consistently met.**

Standard VI: Principals Demonstrate External Development Leadership

- A. Family and Community Involvement and Outreach: Principals design structures and processes which result in family and community engagement, support, and ownership of the school.** They create a culture of engagement and communication with families and community to build relationships that support students and families to improve student learning, achievement and healthy development, and school performance. Principals engage parents/guardians in understanding and taking part in activities to improve their student's learning, and partner with school- and community-based resources to support students and their families. They build and sustain school-community partnerships with businesses and other civil and social organizations to ensure multiple learning opportunities for students.
- B. Professional Leadership Responsibilities: Principals strive to improve the profession by collaborating with their colleagues, district leadership, and other stakeholders to drive the development and successful implementation of initiatives that better serve students, teachers, and schools at all levels of the education system.** They ensure that these initiatives are consistent with state and federal laws, district and board policies, and negotiated agreements where applicable. Principals act as leaders in the field to influence local/district/state or national decisions that have an effect on student learning. They are aware of state and federal laws, and district and board policies including negotiated agreements, and ensure that the protocols and processes they adopt in their schools are consistent with these requirements. As necessary they advocate for changes that better serve students, teachers and schools. They establish and maintain systems to protect the confidentiality of student records and family communications.
- C. Advocacy for the School: Principals develop systems and relationships to leverage the district and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interests of students and families.** Principals look for ways to leverage and develop district and community resources at their disposal, and to advocate for what they need to meet the needs of their schools. They understand and work collaboratively within the governance structure of the school, including with district leadership and the local school board,

where consistent with local district practice, in order to improve governing relationships and develop clarity about each body's roles and responsibilities in educating students.

Standard VII: Principals Demonstrate Leadership Around Student Growth

- A. Student Academic Achievement and Growth:** Principals take responsibility for ensuring all students are progressing toward post-secondary and workforce readiness by high school graduation. Principals prepare students for success by ensuring mastery of Colorado Academic Standards, including 21st century skills.
- B. Student Growth and Development:** Principals take responsibility for facilitating the preparation of students with the skills, dispositions, and attitudes necessary for success in post-secondary education, work, and life, including democratic and civic participation.
- C. Use of Data:** Principals use evidence to evaluate the performance and practices of their schools, in order to continually improve attainment of student growth.

<p>Examples of Evidence that Can Be Used for Standard I</p> <p>Unified Improvement Plan Number and percent of Highly Effective, Effective, and Ineffective Teachers Teacher, staff, supervisor, parent, student, and community feedback Teacher turnover rates Emails and memos to staff Parent newsletters Meeting agendas Descriptions of processes and procedures ICAP School vision, mission, and goals Business and/or community resource agreements</p>	<p>Examples of Evidence that Can Be Used for Standard II</p> <p>Unified Improvement Plan Number and percent of Highly Effective, Effective, and Ineffective Teachers Teacher, staff, supervisor, parent, student, and community feedback Teacher turnover rates Communication logs Minutes of planning sessions Student achievement data School accountability team rosters Parent and community events related to school goals Evidence from formal and informal observations Professional growth statements Teacher action research Records of professional involvement</p>	<p>Examples of Evidence that Can Be Used for Standard III</p> <p>Unified Improvement Plan Number and percent of Highly Effective, Effective, and Ineffective Teachers Teacher, staff, supervisor, parent, student, and community feedback Teacher turnover rates Communication logs and other artifacts Student achievement data Disaggregated high school graduation rates RtI Fidelity Assessment Evidence from formal and informal observations Teacher action research Records of involvement in professional organizations and activities Parent and student handbook Staff handbook FTE/TE staffing plans Grants and/or budget worksheets</p>
<p>Examples of Evidence that Can Be Used for Standard IV</p> <p>Unified Improvement Plan Number and percent of Highly Effective, Effective, and Ineffective Teachers Teacher, staff, supervisor, parent, student, and community feedback Teacher turnover rates Communication logs Personnel evaluation records School handbook School policies and procedures manual</p>	<p>Examples of Evidence that Can Be Used for Standard V</p> <p>Unified Improvement Plan Number and percent of Highly Effective, Effective, and Ineffective Teachers Teacher, staff, supervisor, parent, student, and community feedback Teacher turnover rates Communication logs and other artifacts Discipline referrals Yearly budget logs Grants and/or budget</p>	<p>Examples of Evidence that Can Be Used for Standard VI</p> <p>Unified Improvement Plan Number and percent of Highly Effective, Effective, and Ineffective Teachers Teacher, staff, supervisor, parent, student, and community feedback Teacher turnover rates Rosters of parent conference attendees Communication logs Student achievement data</p>

<p>School budget Discipline referrals Student achievement data Professional development plans School-wide goals and strategies regarding professional learning Individual professional learning goals</p>	<p>worksheets Parent and student handbook Staff handbook</p>	<p>School accountability team rosters Parent association/organization rosters and meeting artifacts Parent and community events related to school goals School and business collaboration notes</p>
<p>Examples of Evidence that Can Be Used for Standard VII Unified Improvement Plan Number and percent of Highly Effective, Effective, and Ineffective Teachers Teacher, staff, supervisor, parent, student, and community feedback Teacher turnover rates Communication logs Student achievement logs Common assessment data</p>		

UNIVERSITY of DENVER
Morgridge College of Education

Executive Leadership for Successful Schools Certificate Course Plan

The course work plan must be completed, with student's and Advisor's signature, and submitted to the Office of Academic Services during the first quarter of enrollment in ELSS.

Name: _____ Student ID _____

REQUIRED COURSES

Course No.	Course Title	Quarter Hours	Term to be Completed
ADMN 4801	Foundations of Educational Leadership	2	
ADMN 4805	Personnel Management	2	
ADMN 4806	Legal Aspects of School Leadership	2	
ADMN 4807	Research and Best Practices in School Reform	2	
ADMN 4829	Instructional Leadership	2	
ADMN 4830	Student Supports and Services	3	
ADMN 4831	Instructional Supervision and Evaluation	3	
ADMN 4833	Strategic Resource Management for Schools	3	
ADMN 4839	Entrepreneurial Leadership	3	
ADMN 5100	Data Use for School Improvement	2	
	Subtotal	24	
ADMN 4815	Elementary Internship		
ADMN 4816	Secondary Internship		
	Subtotal	6	
	Total Credits	30	

Student Signature

Date

Advisor Signature

Date

Rubric For Executive Leaders For Successful Schools Portfolio Review

	<i>Deficient</i>	<i>Proficient</i>	<i>Advanced</i>	<i>Comments</i>
Writing (content)	Reflects limited knowledge and understanding of principal standards and benchmarks	Consistently reflects knowledge and understanding of principal standards and benchmarks. Analyzes and evaluates written material.	Demonstrates superior understanding and application of principal standards and benchmarks. Critically analyzes and evaluates written material.	
Writing (conventions)	Consistently applies incorrect grammar and syntax in writing; uses limited references to sources in essays and bibliographies.	Uses correct grammar and syntax in writing, and a consistent format in referencing sources throughout essays and bibliographies.	Consistently uses correct grammar and syntax in writing, and a consistent format in referencing sources throughout essays and bibliographies.	
Literature /Research	Provides limited documentation and knowledge of range of literature and/or research materials.	Documents substantial knowledge of a range of literature and/or research materials.	Demonstrates extensive knowledge of literature and/or research materials as evidenced in narrative essays.	
Reflection	Provides limited examples connecting knowledge and understanding of standards and benchmarks to applications of his/her work in the field.	Consistently provides examples connecting knowledge and understanding of standards and benchmarks to applications of his/her work in the field.	Raises critical questions for further personal investigation. Identifies areas of personal growth relative to standards and benchmarks and applications to his/her work in the field.	
Integration of knowledge and skills through narrative entries and artifacts	Reflects limited understanding and integration of standards and benchmarks with limited use of artifacts to support content of reflective essays, as well as leadership skills and experiences.	Consistently reflects understanding of standards and benchmarks through selection and references to artifacts that support content of reflective essays as well as leadership skills and experiences.	Reflects superior understanding and application of standards and benchmarks through selection and references to artifacts that support content of reflective essays as well as leadership skills and experiences.	

Ritchie Program for School Leaders

Leading today's schools requires talent, energy, knowledge, a clear sense of values and an unswerving dedication to serving the needs of our diverse community. The Ritchie Program for School Leaders provides a framework for immersing students in reflective, experiential, project-based learning within a school district context. The Ritchie Program will require vast amounts of energy, thought, and compassion from the student. The academic program is rigorous, and Ritchie Fellows are challenged intellectually and emotionally by their colleagues, peers, supervisor(s), and professors. District personnel collaborate with Ritchie Fellows and faculty as they seek leaders who will ensure a better education for ALL students. Participants are jointly selected by the district and DU because of evident leadership potential and a strong capacity to be a driving force for change.

Overview

The Ritchie Program for School Leaders responds to the changing expectations of the role of the school principal and to the learning needs of the candidates aspiring to that role. In light of the increasing pressure for instructional improvement and to increase student achievement, the Ritchie Program provides a framework for immersing students in reflective, experiential, project-based learning that will prepare them to meet the challenges within complex systems.

The partnership between the University of Denver and selected school districts has been established to design an alternative for principal certification for selected students. This cohort-based program marks a departure from the current certification program that requires a given number of credit hours of traditional coursework.

The vision of the Ritchie Program for School Leaders is to develop visionary, relentless, courageous, and effective instructional leaders who are knowledgeable, highly skilled, and committed to building learning communities designed to accelerate the achievement and success of each and every student. Ritchie Fellows will be prepared to work in urban communities serving students with diverse backgrounds and needs. Leading, implementing, and supporting the most effective school-wide literacy and numeracy strategies for improved student achievement will represent their core work.

The Ritchie Program for School Leaders will focus not only on developing the skills and abilities necessary for success as a school leader, but also on developing a strong commitment to core values essential for ethical and responsible leadership in urban settings.

Ritchie Program for School Leaders Certificate Curriculum

Coursework (24 Credits)

- ADMN 4801—Foundations of Educational Leadership 2 cr hrs.
- ADMN 4805—Personnel Management 2 cr hrs.
- ADMN 4806—Legal Aspects of School Leadership 2 cr hrs.

- ADMN 4807—Research and Best Practices in School Reform 2 cr hrs.
- ADMN 4829—Instructional Leadership 2 cr hrs.
- ADMN 4830—Student Supports and Services 3 cr hrs.
- ADMN 4831—Instructional Supervision and Evaluation 3 cr hrs.
- ADMN 4833—Strategic Resource Management for Schools 3 cr hrs.
- ADMN 4839—Entrepreneurial Leadership 3 cr hrs
- ADMN 5100—Data Use for School Improvement 2 cr hrs

Internship

Students are required to complete 8 credits of internship, a minimum of 400 contact hours, under the supervision of a licensed principal. The experience may be completed at the elementary or the secondary level, or a combination of both and students will register for 2 credits each quarter of enrollment.

- ADMN 4815—Elementary Internship (4 or 8 credit hours) and/or
- ADMN 4816—Secondary Internship (4 or 8 credit hours).

Portfolio and the Instructional Leadership Project

The final certificate requirement is the successful completion of the portfolio. Ritchie Program students are required to complete a portfolio which demonstrates their knowledge, skills, and applications of the knowledge benchmarks under each of the standards listed for principal licensure. A portfolio review must be conducted by the designated faculty before the institutional recommendation on the application for the provisional license can be completed.

UNIVERSITY OF DENVER
Morgridge College of Education
Ritchie Program for School Leaders Certificate Course Plan

Name _____ Student ID _____

The course work plan must be completed, with student's and Advisor's signature, and submitted to the Office of Academic Services by the end of the first quarter of enrollment

REQUIRED COURSES

Course No.	Course Title	Quarter Hours	Term to be Completed
ADMN 4801	Foundations of Educational Leadership	2	
ADMN 4805	Personnel Management	2	
ADMN 4806	Legal Aspects of School Leadership	2	
ADMN 4807	Research and Best Practices in School Reform	2	
ADMN 4829	Instructional Leadership	2	
ADMN 4830	Student Supports and Services	3	
ADMN 4831	Instructional Supervision and Evaluation	3	
ADMN 4833	Strategic Resource Management for Schools	3	
ADMN 4839	Entrepreneurial Leadership	3	
ADMN 5100	Data Use for School Improvement	2	
	Subtotal	24	
ADMN 4815	Elementary Internship	4	
ADMN 4816	Secondary Internship	4	
	Subtotal	8	
	Total Credits	32	

Student Signature

Date

Advisor Signature

Date

Aurora Public Schools Leadership Academy (APSLA)

Overview

APSLA is a 30-credit principal certificate program offered by the University of Denver in partnership with the Aurora Public Schools, and is conducted off-site in the Aurora Public Schools Administrative Center. Classes are taught by district personnel and university faculty members, delivered in a cohort format, and are scheduled to be sensitive to the district planning and academic calendars.

The purpose of APSLA is to provide a rigorous, integrated course of study designed to prepare individuals to become school principals who are instructional leaders in the Aurora Public Schools. APSLA outcomes are based on Colorado standards for school principals and administrators, and focus on student achievement and teacher development. APSLA's theory of action is that teacher expertise is the primary influence on student achievement and the principal is the primary professional developer in a school. Consequently, the University of Denver principal preparation program in the Aurora Public Schools (APSLA) centers on the following:

- The principal is the primary leader of the school's development. Implementation of the school development cycle includes data collection, collaborative analysis, establishment of goals, restructuring, teaching and learning, and assessment.
- As the primary teacher-developer in the school, the principal is responsible for the capacity building of all staff.
- It is incumbent upon principals to develop with the staff and community basic skills, understanding, and knowledge that advance the school's effectiveness in accomplishing its goals and enhance the learning and development of all children.

APSLA Certificate Curriculum

The course of study in APSLA is aligned with the State of Colorado standards for licensing principals, meets state principal licensure requirements, and is approved by the Colorado Department of Education (CDE). The program consists of the following components: 24 credits of coursework, 6 credits of internship, and the portfolio.

All or part of the credits completed in APSLA may, under certain conditions, be applied toward **either** the MA or Ph.D. in Educational Leadership degrees. Requirements include:

Course Requirements (24 credits)

- | | |
|--|-----------|
| • ADMN 4801— Foundations of Educational Leadership | 2 cr hrs. |
| • ADMN 4803—Implementing Reform-driven Change | 3 cr hrs. |
| • ADMN 4805— Personnel Management | 2 cr hrs. |
| • ADMN 4806—Legal Aspects of School Leadership | 2 cr hrs. |
| • ADMN 4807—Research and Best Practices in School Reform | 2 cr hrs. |
| • ADMN 4820—Program and School Evaluation | 3 cr hrs. |

- ADMN 4829— Instructional Leadership 2 cr hrs.
- ADMN 4830— Student Supports and Services 2 cr hrs.
- ADMN 4831—Instructional Supervision and Evaluation 2 cr hrs.
- ADMN 4832—School Improvement Process 2 cr hrs.
- ADMN 4833— Strategic Resource Management for Schools 2 cr hrs.

Internship (6 credits)

The Colorado Board of Education issues only K-12 principal’s licenses. Students are required to complete six credits of internship, a minimum of 300 clock hours, under the supervision of a licensed principal. The experience may be completed at the elementary or the secondary level, or a combination of both. The internship is tailored to meet the needs of each student to insure a meaningful experience, and is supervised by the APSLA advisor.

- ADMN 4815—Elementary Internship and / or 3-6 cr hrs. or
- ADMN 4816—Secondary Internship 3-6 cr hrs.

Portfolio

The final certificate requirement is the successful completion of the portfolio. As set forth by the Colorado State Board of Education and Colorado Department of Education, aspiring principals are required to complete a portfolio which demonstrates their knowledge, skills, and applications of the knowledge benchmarks under each of the standards listed for principal licensure. A portfolio review must be conducted by the APSLA director, or the director’s representative, before the institutional recommendation (sign-off) on the application for the provisional license can be completed.

DU-APS Leadership Academy

Rubric For APSLA Portfolio Review

	In Progress	Proficient	Advanced	Comments
Voice	Core beliefs Identified	Beliefs are internalized and personal	Set of beliefs are cohesive, connected and orientated to increasing student achievement	
Leadership	Engages in predominantly management	Models learning	Core beliefs and actions are congruent	
Decision-making Perspective-taking	Perspective of a classroom teacher	Perspective of a teacher leader	Perspective of a building instructional leader	
Capacity Building	Assesses knowledge and skills of others	Effects knowledge and skills of others	Develops leadership capacity of other	
Reflective Practice	Level of Self as "Can Do"	Articulates new learning and revises practice congruent with new learning	Raises critical questions for further personal investigation	
Writing Conventions	Writing complete	Cohesive	Exemplary	

APPENDIX B: BUELL EARLY CHILDHOOD LEADERSHIP PROGRAM

Please Note: The University of Denver Registrar's website contains the official and most current course descriptions. Available at: http://myweb.du.edu/mdb/bwlkffcs.p_disp_dyn_ctlg

Overview

The Buell Early Childhood Leadership Program is an innovative partnership between the University of Denver's Morgridge College of Education and Clayton Early Learning. This academic certificate program is targeted to meet the needs of experienced and emerging leaders in the field of early care and education. The vision of the Buell Program is to promote quality in the early care and education system in Colorado by identifying, nurturing, and building leadership capacity in existing and future early childhood leaders. The program seeks to develop a committed, visible, diverse cadre of early childhood leaders to meet the challenges of achieving high quality ECE programs for infants and young children in Colorado, especially those who are at risk of failure due to socio-economic and language barriers.

Content of the courses is integrated throughout the year, providing the opportunity for in-depth and applied learning focusing on specific qualities of leadership that have been identified as essential for the preparation of administrators in early care and education. The content and design of the program is driven by a rich set of literature-based and field-validated standards. These standards are drawn from the National Association for the Education of Young Children (NAEYC), Division for Early Childhood (DEC) of the Council for Exceptional Children, the Interstate School Leaders Licensure Consortium (ISLLC), and the expertise of leaders in the field.

Students are required to participate in a five-day leadership symposium during the first quarter of enrollment. This retreat will allow the students an opportunity to become acquainted with each other as well as with the program faculty and staff through a series of focused workshops and discussions. Presentations by nationally recognized early childhood experts focused on the development of skills in communication, collaboration, and reflection on evidence-based practices and leadership issues in early care and education complete the retreat experience. Courses are offered in an evening/weekend format at the Clayton Early Learning training center. The cohort model provides students with the opportunity to develop lasting relationships and a support base for continued professional growth and learning.

Buell Early Childhood Leadership Certificate Curriculum

The course of study in the Buell Early Childhood Leadership Program is aligned with seven dimensions of leadership and standards. The program consists of a minimum of 25 credits of coursework, which includes a mentorship and year-long action research project. The purpose of the integrated course work will be to introduce students to key issues and recent developments in the field of early care and education; to help students develop an understanding of current child development research and evidence-based practices; to support students in learning seven essential dimensions of leadership; and to provide students with the

opportunity to develop and implement a year-long leadership action research project in an ECE program. Refer to the appendices for the course sequence and course descriptions.

24 of the credits completed in Buell may, under certain conditions, be applied toward either the MA or PhD in Educational Leadership degrees. Courses include:

Course Requirements, Certificate (min 25 credits):

- ADMN 4930 Leadership & Ethics in ECE 3 cr hrs.
- ADMN 4931 Pedagogical Leadership 5 cr hrs.
- ADMN 4932 Policy & Advocacy in ECE 2 cr hrs.
- ADMN 4933 Family Diversity & Partnerships in ECE 2 cr hrs.
- ADMN 4150 Professional Development 3 cr hrs.
- ADMN 4934 Reflective Leadership in ECE 3 cr hrs.
- ADMN 4938 Budget & Funding in ECE 2 cr hrs.
- ADMN 4935 Young Exceptional Children 2 cr hrs.
- ADMN 4936 Adv. Seminar Current issues in ECE Leadership 1 cr hr.
- ADMN 4937 Mentorship in ECE Leadership 2 cr hrs. min

Mentorship

Students are required to complete two credits of mentorship, but have the option of registering for a third quarter of the experience. The faculty advisor will work with the student to arrange a positive mentorship experience with an existing leader in the field of early care and education for ongoing support early in the program. Students are required to complete two quarters of mentorship, beginning in the winter quarter.

Capstone

Over the course of the year, students will plan and implement a project that applies leadership learning to a real world problem in an ECE program or system. The purpose of the capstone project experience is to allow students an opportunity to make public their reflections upon the leadership learnings of greatest significance to them personally and to the ECE program or system involved. Students will utilize a “practitioner as researcher” approach to identify and analyze a critical issue in an ECE program or system and develop an action plan focused on achieving positive change related to optimizing early care and education outcomes and significant, sustainable leadership. The program will culminate with a capstone presentation of the results of the action research project. The capstone will also include project documentation in the form of a portfolio. Explicit references to the Buell standards of leadership must be included in the portfolio.

Early Childhood Leadership Program Standards

Standard 1. Vision of Positive Child and Family Outcomes

The learning leader promotes positive child and family outcomes by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the early care and education program community.

Standard 2. Child Development and Evidence-based Practices

The learning leader promotes positive child and family outcomes by advocating, nurturing, and sustaining a program culture conducive to enhancing child learning and development, as well as building family capacity to meet their child's needs.

Standard 3. Community Building and Advocacy

The learning leader promotes positive child and family outcomes by collaborating with families and community members, responding to diverse community interests and needs, mobilizing community resources, and advocating for policies, funding, and actions that ensure an early care and education system that supports and meets the needs of all children and families.

Standard 4: Professional Development and Supervision

The learning leader promotes positive child and family outcomes by advocating, nurturing, and sustaining a program culture conducive to optimal staff performances and professional growth.

Standard 5: Program Design and Management and Systems Change

The learning leader promotes positive child and family outcomes by ensuring management of the organization, operations, and resources for a safe, efficient, and effective program environment.

Standard 6: Evaluation and Data-based Decision Making

The learning leader promotes positive child and family outcomes by implementing appropriate data collection systems to evaluate child and family outcomes, professional growth and development, and program impact. Data is collected, analyzed, and used to make changes that optimize positive outcomes.

Standard 7: Professional and Positive Learning Climate

The learning leader promotes positive child and family outcomes by acting with integrity, fairness, and in an ethical manner; and, actively builds a positive and supportive environment.

Course Sequence

Courses will be offered in an evening/weekend format, off campus at the Clayton Early Learning training center. The course sequence is listed below.

Summer 2011 (5 cr)	Fall 2011 (6 cr)	Winter 2012 (8 cr)	Spring 2012 (5-6 cr)
ADMN 4931 Pedagogical Leadership in ECE (5 cr.)	ADMN 4150 Professional Development (3 cr.)	ADMN 4930 Leadership & Ethics in ECE (3 cr.)	ADMN 4935 Young Exceptional Children (2 cr.)
	ADMN 4934 Reflective Leadership in ECE (3 cr.)	ADMN 4932 Policy & Advocacy (2 cr.)	ADMN 4933 Family Diversity & Partnerships (2 cr.)
		ADMN 4938 Budget & Funding in ECE (2 cr.)	ADMN 4936 Adv. Seminar in Current Issues in ECE Leadership (1 cr.)
		ADMN 4937 Mentorship (1 cr.)	ADMN 4937 Mentorship (1 cr.)

Total: 25 cr. min.

APPENDIX C: EDUCATIONAL LEADERSHIP AND POLICY STUDIES MASTER'S DEGREE

Please Note: The University of Denver Registrar's website contains the official and most current course descriptions. Available at http://myweb.du.edu/mdb/bwlkffcs.p_disp_dyn_ctlg

Master of Educational Leadership and Policy Studies Degree Curriculum

The Master of Educational Leadership degree is designed to prepare students to assume leadership roles in early care, elementary, or secondary education in Colorado. The degree is based on the principal preparation or early childhood education certificate programs' core curriculum, which are aligned with the current licensure standards of the State of Colorado. In addition to the core curriculum, students take additional quarter credits to complete the minimum 45 credits required for the degree.

The final degree requirement is the successful completion of a capstone paper or project. Students who have completed all course work required for the Master's of Educational Leadership and Policy Studies degree, will complete a final project appropriate to their interests and expertise under the guidance of the instructor of the Action Research course (ADMN 4849). In the Action Research course, students are responsible for designing their study, reviewing the literature, and gathering/analyzing data. They will turn this work into a capstone project by drawing conclusions, making an action plan and reflecting on the relationship between action research and the content in the master's program. This project will provide students with an opportunity to integrate their learning from the master's degree coursework and apply it to an action research framework. The capstone project serves as the comprehensive final exam for the Master's in Educational Leadership.

Students in the Master's in Educational Leadership and Policy Studies will complete the following credit requirements.

Course Requirements (24 qtr hrs)

- ADMN 4801—Foundations of Educational Leadership 2 cr hrs.
- ADMN 4805—Personnel Management 2 cr hrs.
- ADMN 4806—Legal Aspects of School Leadership 2 cr hrs.
- ADMN 4807—Research and Best Practices in School Reform 2 cr hrs.
- ADMN 4829—Instructional Leadership 2 cr hrs.
- ADMN 4830—Student Supports and Services 3 cr hrs.
- ADMN 4831—Instructional Supervision and Evaluation 3 cr hrs.
- ADMN 4833—Strategic Resource Management for Schools 3 cr hrs.
- ADMN 4839—Entrepreneurial Leadership 3 cr hrs.
- ADMN 5100—Data Use for School Improvement 2 cr hrs.
- ADMN 4848 Business Administration for School Leaders 3 cr hrs.
- ADMN 4849 Action Research for School Leaders 4 cr hrs.
- ADMN 4859 Action Research Capstone Project 1 cr hr

Internship Requirements (6 qtr hrs; minimum of 300 contact hours)

- ADMN 4815—Elementary Internship and/or 3-6 cr hrs or
- ADMN 4816—Secondary Internship 3-6 cr hrs

Foundations Requirements (7 qtr hrs)

- ADMN 4834 Seminar: Multicultural Issues 4 cr hrs
- QRM 4900 Educational Measurement 3 cr hrs

A minimum of 45 credit hours and the successful completion of the comprehensive exam (the Action Research capstone project) are required to complete an Educational Leadership and Policy Studies MA.

UNIVERSITY OF DENVER
Morgridge College of Education
Master of Arts in Educational Leadership and Policy Studies
ELSS Course Plan

Name _____ Student ID _____

The course work plan must be completed, with student's and advisor's signature, and submitted to the Director of Outreach Services Office by the end of the first quarter of enrollment.

MORGRIDGE COLLEGE OF EDUCATION REQUIREMENTS	COURSE NUMBER	TERM TO BE COMPLETED	QUARTER HOURS
A. Foundations			
Education Research and Measurement	RMS 4900		4
Seminar in Multicultural Issues	ADMN 4834		4
		SUBTOTAL:	8
B. Program Requirements			
Business Administration for School Leaders	ADMN 4848		3
Action Research for School Leaders	ADMN 4849		4
		SUBTOTAL:	7
C. Principal Licensure Requirements			
	COURSE NUMBER	TERM TO BE COMPLETED	QUARTER HOURS
School Administration: Foundations of Educational Leadership	ADMN 4801		2
Personnel Management	ADMN 4805		2
Legal Aspects of School Leadership	ADMN 4806		2
Research and Best Practices in School Reform	ADMN 4807		2
Instructional Leadership	ADMN 4829		2
Student Supports and Services	ADMN 4830		3
Instructional Supervision and Evaluation	ADMN 4831		3
Strategic Resource Management for Schools	ADMN 4833		3
Entrepreneurial Leadership	ADMN 4839		3
Data Use for School Improvement	ADMN 5100		2

		SUBTOTAL	24
D. Internship Requirements	COURSE NUMBER	TERM TO BE COMPLETED	QUARTER HOURS
Internship in School Administration: Secondary	ADMN 4815		
Internship in School Administration: Elementary	ADMN 4816		
		SUBTOTAL	6
Total Credit Requirements for MA			45 min

<i>MA in Educational Leadership with Principal Licensure concentration Summary of Requirements</i>	<i>Credits</i>
A. Morgridge College of Education Foundations Requirements	8
B. Program Requirements	7
C. Principal Licensure Concentration	24
D. Internship	6
E. Capstone paper / project	Date to be completed:
Total Credit Requirements for MA and Capstone	45 min

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

UNIVERSITY OF DENVER
Morgridge College of Education
Master of Arts in Educational Leadership and Policy Studies
(APSLA) Course Plan

Name _____ Student ID _____

The course work plan must be completed, with student's and advisor's signature, and submitted to the Director of the Office of Outreach Support by the end of the first quarter of enrollment.

MORGRIDGE COLLEGE OF EDUCATION REQUIREMENTS	COURSE NUMBER	TERM TO BE COMPLETED	QUARTER HOURS
A. Foundations			
Education Research and Measurement	RMS 4900		4
Seminar in Multicultural Issues	ADMN 4834		4
		SUBTOTAL:	8
B. Educational Leadership			
Business Administration for School Leaders	ADMN 4848		3
Action Research for School Leaders	ADMN 4849		4
		SUBTOTAL:	7
C. Principal Licensure (APSLA)			
	COURSE NUMBER	TERM TO BE COMPLETED	QUARTER HOURS
School Administration: Foundations of Educational Leadership	ADMN 4801		2
Implementing Reform-Driven Change	ADMN 4803		3
Personnel Management	ADMN 4805		2
Legal Aspects of School Leadership	ADMN 4806		2
Research and Best Practices in School Reform	ADMN 4807		2
School Administration: Program and Evaluation	ADMN 4820		3
Instructional Leadership	ADMN 4829		2
Student Supports and Services	ADMN 4830		2
Instructional Supervision and Evaluation	ADMN 4831		2
School Improvement Process	ADMN 4832		2
Strategic Resource Management for Schools	ADMN 4833		2

		SUBTOTAL	24
D. Internship Requirements	COURSE NUMBER	TERM TO BE COMPLETED	QUARTER HOURS
Internship in School Administration: Secondary	ADMN 4815		
Internship in School Administration: Elementary	ADMN 4816		
		SUBTOTAL	6
Total Credit Requirements for MA			45 min

<i>MA in Educational Leadership with Principal Licensure concentration Summary of Requirements</i>	<i>Credits</i>
A. Morgridge College of Education Foundations Requirements	8
B. Program Requirements	7
C. Principal Licensure Concentration	24
D. Internship	6
E. Capstone paper / project	Date to be completed:
Total Credit Requirements for MA and Capstone	45 min

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Master of Educational Leadership and Policy Studies Early Childhood Leadership Concentration
Degree Curriculum

The Early Childhood Leadership concentration is based on 24 of the credits completed in the Buell Early Childhood Leadership certificate curriculum and is aligned with seven dimensions of leadership and standards.

Students will plan and implement a capstone project that applies leadership learning to a real world problem in an ECE program or system. The Capstone Project will be conducted over the course of the entire year and will include projects which will be documented in a portfolio. Students will utilize a “practitioner as researcher” approach to identify and analyze a critical issue in an ECE program or system and develop an action plan focused on achieving positive change. Explicit references to the Buell standards of leadership must be included. The purpose of the Capstone Project experience is to allow students an opportunity to make public their reflections upon the leadership learnings of greatest significance to them personally and to the ECE program or system involved.

All students in the Master’s in Educational Leadership with an Early Childhood Leadership concentration will complete the following sequence of coursework.

Course Requirements (min. 25 qtr hrs, 24 of which may be used for the MA)

- ADMN 4930 Leadership & Ethics in ECE 3 cr hrs.
- ADMN 4931 Pedagogical Leadership in ECE 5 cr hrs.
- ADMN 4932 Policy & Advocacy in ECE 2 cr hrs.
- ADMN 4933 Family Diversity & Partnerships in ECE 2 cr hrs.
- ADMN 4150 Professional Development 3 cr hrs.
- ADMN 4934 Reflective Leadership in ECE 3 cr hrs.
- ADMN 4938 Budget & Funding in ECE 2 cr hrs.
- ADMN 4935 Young Exceptional Children in ECE 2 cr hrs.
- ADMN 4936 Adv. Seminar Current issues in ECE Leadership 1 cr hr.
- ADMN 4937 Mentorship in ECE Leadership 2 cr hrs. min

Electives (6 qtr hrs)

In consultation with advisor, students will select two courses from the following list:

- ADMN 4801—Foundations of Educational Leadership 2 cr hrs.
- ADMN 4805—Personnel Management 2 cr hrs.
- ADMN 4806—Legal Aspects of School Leadership 2 cr hrs.
- ADMN 4807—Research and Best Practices in School Reform 2 cr hrs.
- ADMN 4829—Instructional Leadership 2 cr hrs.
- ADMN 4830—Student Supports and Services 3 cr hrs.
- ADMN 4831—Instructional Supervision and Evaluation 3 cr hrs.
- ADMN 4833—Strategic Resource Management for Schools 3 cr hrs.
- ADMN 4838—Ed Leadership in Digital Age 3 cr hrs.

- ADMN 4839—Entrepreneurial Leadership 3 cr hrs.
- ADMN 5100—Data Use for School Improvement 2 cr hrs

In addition to coursework and mentorship requirements listed above, the Master’s in Educational Leadership-Early Childhood Leadership requires a minimum of 7 credits of foundations course work and 8 credits of Educational Leadership courses.

Foundations Requirements (7 qtr hrs)

- ADMN 4834—Seminar: Multicultural Issues 4 cr hrs
- RMS 4900—Educational Measurement 3 cr hrs

Educational Leadership Requirements (8 qtr hrs)

- ADMN 4848—Business Administration for School Leaders 3 cr hrs
- ADMN 4849—Action Res. for School Leaders 4 cr hrs
- ADMN 4859—Action Research Capstone Project (prereq: ADMN 4849) 1 cr hr

A minimum of 45 credit hours and the successful completion of the Action Research capstone project are required to complete an Educational Leadership and Policy Studies MA with an Early Childhood Leadership concentration.

UNIVERSITY OF DENVER
Morgridge College of Education
Master of Arts in Educational Leadership, Early Childhood Leadership Concentration
Course Plan

Name _____ Student ID _____

Handbook Year: _____ Advisor: _____

The course work plan must be completed, with student's and advisor's signature, and submitted to the Educational Leadership office during the first quarter of enrollment.

MORGRIDGE COLLEGE OF EDUCATION REQUIREMENTS	Course Number	Term to be Completed	Quarter Hours
A. Foundations			
Educational Research and Measurement	RMS 4900		4
Seminar in Multicultural Issues	ADMN 4834		4
		SUBTOTAL:	8
B. Educational Leadership			
Action Research for School Leaders	ADMN 4849		4
Business Administration for School Leaders	ADMN 4848		3
		SUBTOTAL:	7
C. Electives (determined in consultation with advisor)			
		SUBTOTAL:	6
BUELL EARLY CHILDHOOD LEADERSHIP PROGRAM: ECE CONCENTRATION	Course Number	Term to be Completed	Quarter Hours
Pedagogical Leadership in ECE	ADMN 4931	Summer 2011	5
Leadership and Ethics in ECE	ADMN 4930	Fall 2011	3
Reflective Leadership in ECE	ADMN 4934	Fall 2011	3
Mentorship in ECE Leadership	ADMN 4937	Fall 11 Winter 12	2
Policy & Advocacy in ECE	ADMN 4932	Winter 2012	2

Budget and Funding in ECE	ADMN 4938	Winter 2012	2
Professional Development	ADMN 4150	Winter 2012	3
Young Exceptional Children	ADMN 4935	Spring 2012	2
Family Diversity & Partnerships	ADMN 4933	Spring 2012	2
Adv Sem in Current Issues in ECE Leadership	ADMN 4936	Spring 2012	1
Mentorship in ECE Leadership (optional)	ADMN 4937	Spring 2012	(1)
		SUBTOTAL	24-25
Total Credit Requirements for MA			45 min.

<i>MA in Educational Administration, Early Childhood Leadership concentration Summary of Requirements</i>	<i>Credits</i>
A. Morgridge College of Education Foundations Requirements	8
B. Educational Leadership Requirements	7
C. Electives	6
D. Early Childhood Leadership Program Requirements	24-25
E. Capstone paper / project	Date completed:
Total Credit Requirements for MA and Capstone	45 min

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Degree Concluding Assessments and Forms

Action Research Project

The Action Research course (ADMN 4849) provides the methodological framework and support for the development of a capstone project, which serves as the comprehensive exam for the Master's in Educational Leadership and Policy Studies. While enrolled in this course, students are responsible for designing a study, reviewing appropriate literature, and gathering/analyzing data. Under the supervision of the course instructor, students will then draw conclusions from their research, make an action plan, and reflect on the relationship between action research, leadership and the content in the Educational Leadership Masters program. The result is the completed capstone.

If the Action Research (ADMN 4849) instructor is not a student's advisor, he/she must meet with his/her Educational Leadership advisor before beginning the Action Research course for topic approval.

The Capstone Project for Educational Leadership should demonstrate:

- An integration of theory and practice
- Original thinking and research richly supported by literature from the field, using APA format
- A problem based focus connected to practice Instructor approval of action research project

Students will follow this process in the formulation of the action research project:

- Selecting a focus
- Clarifying theories
- Identifying research questions
- Collecting data
- Analyzing data
- Reporting results
- Planning/Taking informed action

Evaluation of the Action Research Project (Capstone)

The student's advisor will evaluate all completed capstone projects. After the final evaluation of the capstone, the advisor will submit the Certification of the Completion of Capstone to the Office of Academic Services.

All capstone papers/projects will be evaluated using the following criteria:

1. Clear identification of focus and research question(s)
2. Relevant literature review of related research (10 sources, APA format)
3. Clear research design, development of data collection tools and definition of data sources and collection processes
4. Strong data analysis and interpretation of findings

5. Clear description of the planned or real action resulting from research findings
6. Clear reflection on the following questions: What is the relationship between action research and the content in the Educational Leadership Master's Program? What are the implications of action research on educational leadership?

The following matrix will be used to provide feedback on the capstone project:

Educational Leadership and Policy Studies
Masters Capstone Feedback Rubric

Action Research Components	Feedback
<p>Identification of focus and research question(s)</p>	
<p>Literature review of related research (APA format)</p>	
<p>Data sources, collection process and analysis <i>List the questions that guided your research and the data collection techniques you used to answer the questions.</i> <i>Explain how you analyzed your data and drew your conclusions</i></p>	
<p>What did you learn? How did you reach these particular conclusions?</p>	
<p>What is the resulting action plan? What is your evaluation plan? What do you still want to know?</p> <p>What are the implications for policy?</p>	
<p>Reflection – What is the relationship between action research and the content in the Ed Leadership MA program?</p> <p>What are the implications for educational leadership?</p>	

UNIVERSITY OF DENVER – MORGRIDGE COLLEGE OF EDUCATION
Educational Leadership and Policy Studies
Certification of the Completion of Capstone (Action Research Project)

	NAME:		
	STUDENT ID:		
	DATE:		

The Capstone has been reviewed and approved by:

	ADVISOR:		
	SIGNATURE:		
	DATE:		

APPENDIX D: THE SEVEN NORMS OF COLLABORATIVE WORK

Paraphrasing: Using a paraphrase starter that is comfortable for you: “So...” or “As you are...” or “You’re thinking...” and following the statement with a paraphrase assists members of the group to hear and understand each other as they formulate decisions.

Pausing: Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion and decision-making.

Probing: Using gentle open-ended probes or inquires such as, “Please say more...” or “Can you tell me more about...” or “Then, are you saying...?” increases clarity and precision of the group’s thinking.

Putting ideas on the table: Ideas are the heart of meaningful dialogue. Label the intention of your comments. For example, you might say, “Here is one idea...” or “One thought I have is...” or “Here is a possible approach”... or “I’m just thinking out loud...”

Paying attention to self and others: Meaningful dialogue is facilitated when each group member is conscious of self and others and is aware of not only what he/she is saying, but also how it is said and how others are responding. This includes paying attention to learning style when planning for, facilitating and participating in group meetings. Responding to others in their own language forms is one manifestation of this norm.

Presuming positive intentions: Assuming that other’s intentions are positive promotes and facilitates meaningful dialogue and eliminates unintentional put-downs. Using positive intentions in your speech is one manifestation of this norm.

Pursuing a balance between advocacy and inquiry: Pursuing and maintaining a balance between advocating for a position and inquiring about one’s own and others’ positions assists the group to become a learning organization.

*Adapted from William Baker, Group Dynamics Associates,
720 Grizzly Peak Blvd., Berkeley, CA 94708*

APPENDIX E: FIVE CORE “SIGNATURE PEDAGOGY” AREAS OF FOCUS

We have officially reorganized into a Pre-school through Post-graduate (P-20) structure. This is more than just rearranging programs to mirror latest policy trends, however. We have worked in depth across programs both vertically and horizontally, bringing faculty to the table to discuss and debate our own program data and the latest research and promising practice ideas. Our underlying philosophy is that any educator will benefit from a solid “behind the scenes” understanding of what other educators do in the larger system—be it down the hall or a dozen grade levels earlier or later—and that all educators must work together to put students and their families and communities first in order to be effective. Our common core themes have developed from a “whole-person” approach to supporting learners at all levels, in collaboration with our colleagues in counseling, psychology, information sciences, early childhood, and others. The 5 core themes, in no particular order, are:

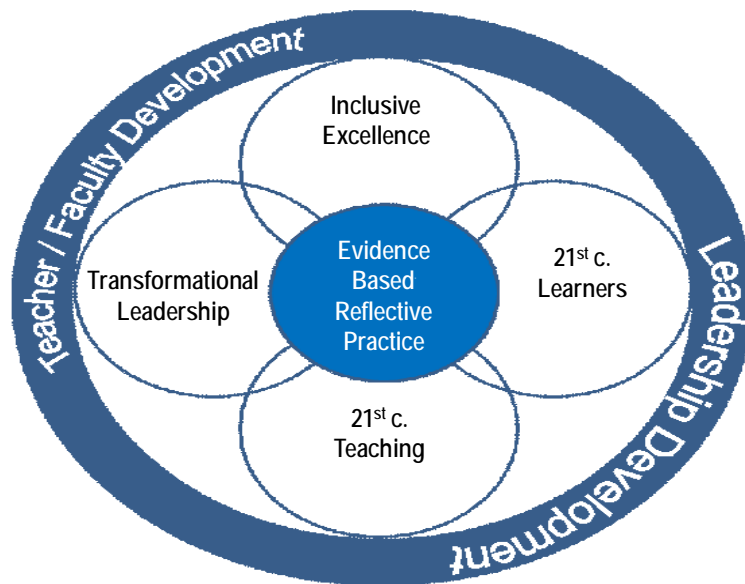
Transformational Leadership (Leadership / Policy / Change): All students are able to leverage change within their own communities and organizations.

Inclusive Excellence: Commitment to, and skills and dispositions to act towards, equity and access to lifelong learning and teaching for all individuals and communities.

Evidence-based, Reflective Practice: Includes variety of research, evaluation, assessment and data-driven decision making knowledge, skills, and dispositions.

21st century teaching: Modeling and teaching educational practices that are research-based and research validated; connecting with informal and community learning opportunities; fostering creative/critical thinking and innovation, including latest technologies to empower everyone in the learning community.

21st century learner-centered: Focus on being truly learner centered, asset-based; increase inclusion, access, and adaptation; understand and use latest research from our field and others (e.g., neuroscience).



APPENDIX F: Independent Study Contract

Educational Leadership and Policy Studies

Independent Study Work Contract

Student name: _____ Student DU ID: _____
Student email: _____
Independent Study Course #: _____ Qtr / Year: _____
Instructor: _____

This document is a contract for graduate level independent study work. This completed, signed form must be accompanied by the completed registration form, found at <http://www.du.edu/registrar/forms/independentstudy.pdf> , and submitted to the Office of Academic Services (OAS). Independent study must be approved by the student’s primary advisor, and may also need approval of the Program Coordinator. Independent study “versions” of a course MAY NOT be offered simultaneous to a regular class version of a course.

Focus of work:		
Deliverables expected for grading:		
Item:	Deadline:	Percent/value:
Agreed by student:		
_____	_____	
Signature	Date	
Agreed by professor:		
_____	_____	
Signature	Date	